

Worker democracy—London goes it alone

Local government's opposition to industrial democracy received a considerable blow this week when the country's biggest L.A., the Inner London Education Authority, joined the Greater London Council in a commitment to introduce limited worker participation.

The GLC-ILEA initiative represents a compromise which the Government may adopt as a blueprint for national legislation. It provides for representatives of all categories of staff—apart from top officers—to sit on appropriate committees and sub-committees with the right to speak but not to vote.

An official TUC policy, backed by the major public service unions, is that all staff representatives should have the same voting rights as teachers appointed to education committees already enjoy. But the local government associations, who have staked much of their opposition to any change on the constitutional implications of voting rights, are now in danger of being

outflanked: the TUC has quietly dropped its insistence on the vote.

On paper the plan which the ILEA education committee approved in principle on Tuesday appears to put teachers on exactly the same basis as other staff, with whom they will share up to one-third of the seats in committees, including the education committee itself. But in the week that there was no intention to remove the teacher representatives' right to vote.

It appears that, short of a revolt by those of their members directly concerned, both the TUC and the equal staff others will accept a "more equal than others" position for the teachers in the ILEA and in any national formula along the same lines. Mr Fred Jarvis, the NUT's general secretary, said: "The general feeling among them is that they want to level up, not down."

The president, Mr Alf Wilshire—who has served as a representative on his authority's education committee

for 28 years—said the union would fight any attempt to take away the voting rights or to reduce the weight of representation.

The teacher unions and the local authority education departments have been trying to keep a low profile in the arguments over participation for fear of drawing too much attention to a position which neither want in sec changed. The de facto employee representation that teachers have achieved rests on a constitutional ambiguity which gets round the present law forbidding such representation. Teachers are appointed under a provision of the 1944 Education Act requiring authorities to coopt "persons of experience in education" to their education committees. This is linked with ministerial guidance which advised the authorities that the Act had to be interpreted in this way.

The battle has been between the non-teaching trade unions and the local government organizations who have submitted an invited paper to

the Civil Service interdepartmental steering group which is looking into the subject. The other local authorities—in particular the Labour controlled cities—are very displeased with the GLC and the ILEA for breaking away from their joint opposition to changes which they fear have crucially weakened their position. They are now resigned to having to try to negotiate some kind of compromise with the TUC, and the London formula is virtually the only one that appears practical.

The London politicians claim that their readiness to introduce their form of industrial democracy springs from the fact that they have considered the issue a great deal more closely than their colleagues. The GLC set up its working party more than a year ago, well before the local authority associations came to grips with the problem.

Mark Jackson

Rebel polys told: chop foreign intake

Four defiant polytechnics flouted the Inner London Education Authority's demand that they should drastically reduce their overseas student numbers or face a cut in teaching staff.

The ultimatum is in a letter by the ILEA to the heads of the polytechnics of North London, Essex, London, the City of London and the South Bank.

Loss autumn the four deficit directly to keep overseas numbers at the same level as the previous academic year. A standstill was designated as the purpose of an ILEA plan to reduce the foreign student number in London from 25 per cent in 1977 to 10 per cent by 1982.

The latest letter from the ILEA says: "The authority is fully aware of the need to reduce its dependence on foreign students in order to implement its policy about students in higher education services as a condition of grant to establishments which are an integral part of service."

Signed by Mr John Bessant, authority's deputy education officer, it adds: "I am authorized to state that if the court of the polytechnic cannot or will not reduce its foreign student intake, the authority would feel bound to reduce the authorized teaching establishment of the polytechnic 1977-78 by per cent."

Whitehall workers slam door on 'jobs for leavers' scheme...

The Government's work experience scheme for school leavers has been virtually "blacked" by Civil Service unions. Even the Manpower Services Commission, which is promoting the idea to other organizations and firms, is debarred from running a programme in its own establishments.

The scheme, under which jobs for 16 to 18-year-olds spend six months gaining experience of working life, is widely regarded as the most promising of the Government's unemployment curbing measures. The commission had just embarked on an intensive campaign to persuade more employers to join in.

But neither Government departments nor the MSC and its two subsidiaries, the Training Services Agency and the Employment Service Agency, all of whose staff have now become civil servants, can themselves participate without a go ahead from the Civil Service Department. And the CSD has so far been unable to obtain the approval of the staff side of the Whitley Council, which is the national negotiating body.

Officially, the CSD is waiting a reply on the matter from the staff side. But in fact, the executives of two of the bigger unions, the Civil and Public Services Association and the Society of Civil and Public Servants, have decided not to compete.

Mr Ken Thomas, general secretary of the CPSA, said this week that his union regarded the proposal to bring work experience youngsters into Government offices as largely "a gimmick".

"If they have the right qualifications, they can still come in as ordinary citizens, and if they haven't the qualifications, then it is wrong to take hopes that they will somehow get permanent posts."

Cuts in experienced staff meant that in most cases there would be no one to supervise them, and the Civil Service Department was not prepared to provide the extra staff.

But Mr William Kendall, general secretary of the Whitley Council staff side, said the unions were not implicitly opposed to the idea. They were withholding consent because they wanted the matter treated as part of an overall

approach to the employment issue within the service.

The Civil Service Department has said, had made unilateral decisions on other crisis matters such as compulsory retirement and job release, and was only consulting the staff side when it wanted something.

"We are trying to force the management side to involve us with reasonable consultation about its plans and forecasts. We have seen the Lord Privy Seal and he is backing that request. When we get some evidence that they are going to come clean, we shall be able to talk to them about matters such as the work experience scheme."

Work experience is already well under way in public sector organizations outside the Civil Service, including a number of the nationalized industries and some local authorities.

But the Manpower Services Commission know of only one education department so far running a scheme: it is the Inner London Education Authority, which began a project for a handful of school leavers in Britain on Monday.

Union leader challenges right to close colleges

The Department of Education and Science does not have the power to close down colleges of education, Mr Tom Driver, general secretary of the National Association of Teachers in Further and Higher Education, said last week.

Colleges are owned by local authorities and voluntary bodies and if any college is to be closed it is their decision. "What happens to a college when places are reduced is a matter for the providing body, but the difficulties could be used some cases colleges could be used for non-advanced further education."

All such choices facing colleges would require diversification and probably a redeployment of staff, but the difficulties were not insuperable.

In Audrey Segal's article last week, he said, particularly in view of the service and indocoo courses, in higher and further education and the latest cut in the building programme.

Mr Driver suggested several ways in which colleges could usefully flourish. The reduction in initial training places could be offset by in-service and indocoo courses. In some cases colleges could be used for non-advanced further education.

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Doctors call for cut in training

Prompted by fears that Britain will soon be producing many more doctors than it needs, the British Medical Association is to ask the Royal Commission on the Health Service to report urgently on the need to slow down the country's medical education programme.

The request, contained in the BMA's draft evidence to the commission, is mainly the result of pressure from junior hospital doctors who are worried by the prospect of the 1980s. In an internal report the BMA Hospital Junior Staff Committee demands an immediate cut from 3,600 to 2,600 a year in the intake to medical schools.—THESE.

Hundreds of part-timers will lose jobs

Hundreds of part-time workers are to be made redundant, teachers' centres will close and school equipment allowances will be reduced as a result of the cuts in the next two weeks, support grants, Hereford and Worcester Education Committee announced this week.

Proposed economies would save nearly £2m in a full financial year, but all of them could not be implemented until after full discussions with those affected, said a spokesman for the council.

The present education cuts fall £1m short of what the county council had asked for. The coordinating and resources committee would decide within the next two weeks whether to instruct further economies or find the necessary savings from other services.

Staff who would be out of work as a result of the economies already proposed include meals supervisors, kitchen and cleaning staff and groundsmen.

School maintenance allowances are to be reduced by a further 20 per cent, building maintenance work will be reduced and supplies of new books will be cut.

French teachers and an foreign language assistants, and £100,000 by increased fees at colleges of further education. Cuts in discretionary grants will save another £50,000. The education finance sub-committee rejected proposals to slice a further £25,000 from them.

The sub-committee also restored £125,000 to the budget to maintain pupil-teacher ratios, the largest proportion of £70,000 being for sixth-form teaching.

Instead, they voted to add a further £20,000 to the £42,000 planned saving on furniture and equipment. A freeze on filling advisory staff vacancies (saving £14,000) and on the recruitment of teachers (£24,000) were also approved. Swimming pools will no longer be heated during the holidays.

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Full up

All places for this year's Law Conference for sixth form mentioned in the TES a few days ago have now been taken. Successful applicants should wait for the 1978 conference a day this year.

... while others raise the roof



Not everyone is reluctant to help, though: Mr Edward Anger, a thatcher from Wanborough, Wiltshire, teaches Laurence Taylor, an 18-year-old unemployed school leaver from Swindon his craft under the Government's work experience programme.

Six-week summer holiday agreed

Six weeks continuous holiday in summer are guaranteed to further education lecturers in the conditions of service which their union, NATFHE, has worked out with the Council of Local Education Authorities. But they will have to be agreed in 20 of the 104 authorities.

The introduction of courses covering 48 weeks with some running into traditional vacation periods is a new condition of service agreement necessary, the union said last week. But it acknowledges that the six weeks in summer is less favourable than the custom in some areas.

Holiday allowance over the year will be 14 weeks, with the 30 hours as the maximum weekly duty period.

Mr Stan Broadbridge, who will take over as general secretary of NATFHE in the retirement of Mr Tom Driver this summer, said the delay in most of the 20 local authorities was technical. But in one instance it was deliberate, he thought. NATFHE had hoped that the agreement would come into operation nationally on January 1.

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Head gets top race job

Mr Clifton Robinson, head of Uplands County Junior School, Leicester, is one of the two deputy chairmen of the Ethnic Minority Association in London last week that ethnic minority groups, especially young people, were not getting a fair deal or the help they needed.

Most of them were not white but making a major contribution to life in this country. They needed sensitive and sympathetic encouragement in their desire and efforts to preserve their ethnic, cultural and religious identities.

It will replace the Community Relations Commission and the Race Relations Board.

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THE TIMES EDUCATIONAL SUPPLEMENT

Patrick Forbes has resigned. Who is Patrick Forbes? He was until a couple of weeks ago the head of the school of music in Huddersfield Polytechnic.

In that case, does his resignation matter? Maybe it does not matter much: like all good men, he will soon be forgotten, and doubtless the school of music in Huddersfield will still flourish (in a new fashion) flourish. But the history of the events leading to his resignation should not be forgotten, for it has lessons for every educationalist, even the tone deaf.

Once upon a time a man called Crisland, then regarded in the world of education as the one true prophet, told us that he had had a dream. He had dreamed of a new type of institutions, where the practical would be valued as highly as the theoretical, the ability to do more than the ability to say what should be done. Their work would be made by higher education, but they would not spurn other teaching where that could be integrated with their advanced courses, nor would they turn away their backs from the one true God, would repent. And it came to pass, the polytechnics were born.

Not all of the heretics understood. Even now there are some of whom Lord Annan is perhaps an example, who seem to believe that the practical can be found only in engineering, in the applied sciences, so that when polytechnics venture into other fields they are betraying their original purpose. That was never part of the thesis. No less than 16 of the 30 polytechnics included from the outset schools of faculties of arts and two there are schools of music.

The FE system has some advantages over the universities as a first for musical education. First, success in the academic study of music is not directly related to the performer, whether with the voice or on an instrument. Music graduates are not necessarily excellent musicians. Because of the wide range of FE, stretching from 16-plus courses to postgraduate work, students can be taught at the same level, in both academic and performance-orientated work.

Straightforward performers' courses, can coexist with degree courses and with diploma courses leading, after professional teacher

PERSONAL COLUMN

Gerry Fowler
A tale of two music schools

degree work from the school music, save at the cost of an advantage which an FE school offered: the holding of specialist staff wasted. Yet if work were retained, the expense of its expenditure which by technique or a single cook from the Advanced Food Production would be significant reduction.

It was then, assistant director of the polytechnic. In 1971 I was with the help of Patrick Forbes, the scheme designed not to cut music this Gordon College would indeed be transferred to the technical college, and there would be two music departments in separate colleges. These would however be coordinated by never reaching entry to the Huddersfield School of Music with no legal existence, but a real educational purpose.

From the two departments, all staff would be the full-time service of the priority, but assigned to the proportions of working staff each department. Prerequisites necessary for use by both in the school.

This arrangement, educationally sound but an administrative nightmare, has been a long contention ever since. It was examined by the new authority and scrutinized by Majesty's Inspectors, who received a generally favourable report. But to every other school, it remains an administrative nightmare. No school shall see it both the same further education authority and scrutinized by Majesty's Inspectors, who received a generally favourable report. But to every other school, it remains an administrative nightmare.

When the Huddersfield College of Technology school of music entered the new polytechnic in 1970, its future might thus have seemed rosy. In addition, it occupied no purpose built accommodation, with some design faults, but nevertheless of high quality. It had approval for the first CNA music degree in the country.

This is where this moral tale takes a sinister turn. The evil demon Pulling decided that such virtue should not be left untested; and he is a clever little devil, notorious for tempting FE colleges into the paths of unrighteousness. Polytechnics, are especially subject to its allure, abandoning sub-degree work and sometimes part-time courses too in response to its siren call.

The Huddersfield Polytechnic began its life in the charge of a middle sized county borough, one of the smallest of all polytechnic maintaining authorities, and far from rich. Its financial future could never be secure if it had to rely heavily on local resources. Clearly therefore it must seek non-poleable courses wherever that was reasonable.

For most academic areas this presented no insuperable difficulty. Courses and staff were transferred to the local technical college. But it was impossible to let off non-

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Ulster to keep selection — for the time being

Selection in Northern Ireland is unlikely to disappear in the immediate future, Lord MacBride, the Minister responsible for education, said last week. But the 11-plus test would shortly be overhauled.

He told the East Belfast branch of the Northern Ireland Labour Party that no decision on selection would be taken until he had received the widest possible range of advice and comment. If the de White Paper would probably be needed to spell out proposals for legislation.

This meant that comprehensive education could not happen overnight and that selection would continue in the interim.

"I am conscious of the present dissatisfaction with the selection arrangements. We could do more with it, but I believe we should consider whether an alternative method can be devised which must be nullified?"

Apprenticeships survive hard times

The number of apprentices in industry has increased in spite of the economic recession, said Mr John Goding, Parliamentary Under Secretary of State for Employment, last week.

The working party which he had set up to examine the problem had already got down to business.

Although the Government was committed to full consultation of secondary reorganization, this did not preclude the possibility of school authorities merging voluntarily to form comprehensive schools.

The minister, who was speaking at Cookstown High School, a co Tyrone grammar school which is merging with the local secondary school to create an 11 to 18 all-through comprehensive, said:

"I welcome this proposed amalgamation of the Cookstown schools. It is an example of school authorities taking a decision on the issue because they see a benefit in a comprehensive system for their area. This is in line with similar developments which have taken place in other parts of Northern Ireland."

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TE 21/177

How heads can smooth secondary transfer

Heads of junior schools should themselves check every child on the three Rs before they go on to secondary schooling, according to Mr Peter Newsam, the Inner London Education Authority's new education officer.

In the ILEA's teachers' magazine, *Contact*, he sets out a four-point plan for primary and secondary heads to start this year: "a major effort to upgrade our whole secondary education system".

Checking on basic skills does not mean simply scanning test results or asking the child's teacher. The head should make himself familiar with what the child has read, look at what the child has written and see what it can do with numbers.

Primary heads should make sure that children in need of special education are not transferred to secondary schools. The effects on secondary schools and children of inappropriate transfers are "disproportionately serious". If the proper channels in primary schools are not used, heads should refer directly to him.

All the ILEA secondary schools are due to have comprehensive intakes this year. About 10,000 teachers in schools which do not select their pupils will be joined by 1,500 who until now have selected Mr Newsam says. "They may sound a bit like Blücher coming to the aid of Wellington at a tricky point in the Battle of Waterloo. So be it."

Point two of his plan is that primary heads should make sure that the better selective schools get the full range of ability in their intakes and that in the advice they give to parents they do not directly or indirectly steer the less able away from them.

In secondary schools there should be an "diagnostic check" in the first few weeks. "Clarity and security provide the best start to the school year."

"In that first week or two there needs to be a positive effort to see that the new entrants are busy, that they know what they are supposed to be doing, that they are enabled to do some things well and that they are appropriately praised for doing so. It is in these first few weeks that in the insecure child

Polytechnic directors are certain to lobby for their institutions to be taken out of local authority control when the Government committee looking into the finance and management of higher education meets shortly.

Mr Gordon Onkes, Education Minister of State who will chair the committee, told the TES last month that he expected the first meeting to be in mid-January. But a DES spokesman said last week the membership of the committee was not yet complete and the first meeting would be in February.

Tension frequently occurs between polytechnics and their local education committees because the polytechnics' articles of management prevent complete local authority control although it is the local authorities who provide the finance.

Mr Arthur Suddaby, chairman of the Committee of Directors of Polytechnics, would not disclose how radical a change the CDP would be seeking, but previous announcements from the committee suggest some form of central funding would be favoured together with a new national advisory body. There is believed to be considerable support for moving control up to regional basis, stopping short of full centralization.

Though some local authorities would welcome the opportunity to say goodbye to their institutions of higher education, the Inner London Education Authority is not among them. ILEA fears that if it were left with only schools to administer it would be much easier for the Inner London boroughs to get rid of them, as some are already demanding.

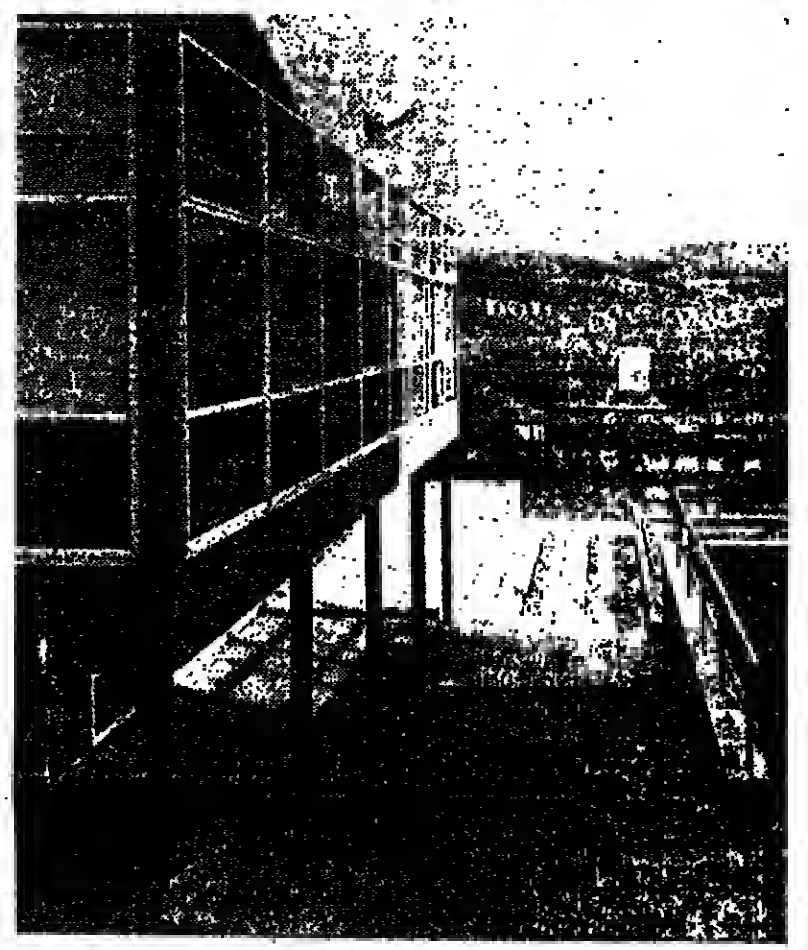
So concerned is ILEA about this that the leader, Sir Ashley Bramall, recently had a meeting with Mrs Shirley Williams, Education Secretary, to press his case in the light of the stakes committee deliberations.

The committee will meet, glumly conscious of two considerations: the problems it has to solve have been sharply intensified by the entry into advanced further education of formerly isolated teacher-training institutions, and attempts within the past two years to improve the system have been foiled.

The seeds of the present difficulties were sown in the mid-1960s when the Government rejected the recommendations of the 1963 Robbins report for 10 regional colleges of technology to be elevated ultimately to university status, preferring instead 30 institutions to become the nucleus of development of higher education within the local authority sector. The policy was announced in what has become known as the "birth of the binary" speech by the then Education Minister, Mr Antony Crosland, at Woolwich in 1965.

It made polytechnics dependent on the advanced further education pool for finance. The pool is a system established in 1958 to spread the cost of advanced further education fairly among all local authorities. Briefly, it works on two principles: money is drawn into the pool from local education authorities on the basis of their non-domestic rateable value and school population; the authority draws out of the pool on the basis of how much advanced education work it has in its colleges.

The system has many critics. The other area needing attention is that polytechnics have evolved, with unexpected speed, into very different institutions from their original conception. They were designed to cater largely for the area in which they were located. This has not been totally neglected but the nature of the education they



Polys ready to shake off town hall control

by Bert Lodge

provide has acquired a national character so that now the whole picture of higher education cries out for national coordination.

Chieftains of the pool are easy to come by. An advanced further education college is managed by the local authority in whose boundary it is but it is not specifically financed by it. On the other hand, some authorities without any advanced further education complain they are having to pay for those that have, without any say in how their money is spent.

What must be rather anomalous in the eyes of a Labour Government is the encouragement the system of recruitment gives to colleges in aim for advanced work at the expense of non-advanced. Admirers head, that it allows a small but ambitious authority to build up a reputation for high level work with most of the cost coming from the pool.

What is not challenged is that the basis of filling the pool favours well-off areas with low non-domestic rateable value at the expense of predominantly working class areas.

There is dissatisfaction with the regional advisory councils, are ill equipped to see the whole field nationally, but because the machinery for course approval is slow and cumbersome.

Literally there is overlap of course and resource within the public sector and between it and the university sector.

As early as 1968 a select committee was calling for a national body for higher education. In March, 1972, the Standing Conference of Regional Advisory Councils to evidence its earlier select committee called for an end to the waste caused by inadequate planning and for the establishment of a national committee.

In July the same year, the local authority associations, in concert with the Secretary of State, initiated with the DES on the reform of higher education planning, formed a local authorities' (LAHEC). The Committee of Directors of Polytechnics promptly demanded it for having none of their members on it.

But the LAHEC resumed its discussions with the DES, heartened by the suggestion of regional committees in the 1972 White Paper. In December that year the Education and Arts sub-committee of the House of Commons Expenditure Committee came out in favour of a higher education commission which would take over the planning and financing of all higher education, including the universities.

The LAHEC remained totally opposed to any such concept.

Shortly after reorganization the Council of Local Education Authorities was born. Last year it produced its plan which was rejected by the then Education Secretary, Mr Prod Mulley, for "refusal of higher education. Not unexpectedly, this would have considerably strengthened the present regional

machinery, making management of the heads of the local, maintaining authorities. But the would still have been the one between management and responsibility. Moreover, the of national provision in advanced further education was still a sufficiently recognized.

Two simplistic and coarse solutions suggest themselves in present dilemma: either "boots or no boots" or "no boots or boots". In the first, local authorities would control and pay for their institutions; in the second, it would be taken out of the local authorities' hands and administered by a central body.

Objections to the decentralised idea are that, again, the local authority perspective which still exists would be aggravated; a that a considerable number of 30 polytechnics are frankly too impoverished to be administered by "boots".

The "boots" of the Higher Grants Committee by which all universities are financed is attracted a wistful look from in time, but the parallels are so-so. To set up a polytechnic grants committee would be to ignore not only the new issues of higher education which need corporate teacher training, but the volume of advanced further education which has developed what are regarded as no more further education colleges.

To solve this by bringing advanced further education into a single receiving body would mean the proposal "PGC" has to deal with about 400 college courses almost wholly given over advanced further education, also running just the odd course.

And there is still the serious of the Oakes commission's recommendations: the development of further education with the universities.

The man whose enthusiasm has been responsible for getting the committee started will not be replaced, but the chair will be taken by Mr Oakes. But he already made public the solution: he would like to see a committee produce a single body of representatives from universities, teachers' CNA and those in charge of advanced further education, administering a block grant of colleges.

But not to all 400 colleges. A little sentiment, Mr Fowler thinks that unwieldy number of considerably fewer than 100 colleges, less than 40 per cent of the work. The remainder would have to have a strange local sector.

The Standing Council of Regional Advisory Councils followed the principle "Build on what is there", favouring joint and co-ordinating committees which would ultimately replace RACS, an advanced education body similar to the national body proposed by Mr Fowler.

The Committee of Directors of Polytechnics has said its preference is for some centrally organized structure which would recover advanced work their members would be responsible to local needs.

It is obvious there will be agreement all round the table that changing those institutions which will be no degree, and which will be impossible. It is the organizations disappointed by the exclusion from critically how will watch most critically how Mr Oakes gets to splitting circles.

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Parliament

Gentle prod for laggard I.e.s

Twenty-six more local education authorities are being asked to submit their proposals for going fully comprehensive. Mrs Shirley Williams, the Education Secretary, told the House of Commons this week that she had been asked to require all their remaining selective schools within six months. These are Bolton, Bromley, Thurly, Calderdale, Kent and Lincolnshire.

Twelve have been told in reorganise some parts of their area where selective schools remain, also within six months. These are Barking, Cumbria, Devon, Dorset, East Sussex, Gloucestershire, Hereford and Worcester, Kirklees, North Yorkshire, Shropshire, Warwickshire and Wiltshire.

Eight will have to submit proposals, again within six months, for phasing out voluntary schools where admission is still on a selective basis. These are Barnet, Birmingham, Croydon, Enfield, Hampshire, Lancashire, Manchester and Wolverhampton.

During exchanges in the Commons after her announcement, Mrs Williams said she resented the criticism that they were giving authorities little time to consider the matter. "The first circular on comprehensive education was issued as long ago as 1965. She thought local authorities would be the last to be slow to take action."

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Reports by Alan

Independent schools urge swap with State

The spectacle of laymen advising teachers on curriculum matters was raised by Mr Fred Jarvis, general secretary of the National Union of Teachers, at a meeting of the 70-strong governing body of the Schools Council last week.

He was commencing on demands from delegates of several organizations outside school teaching to be represented on the body due to start work this month on a review of the council's structure.

The review body is to consist of the existing programme committee, with the addition of the parent association, CBI and TUC members, and some additional representation from the Department of Education and Science.

It will consider how representation of parents, employers and other bodies may be increased, whether the council should continue to be dominated by teachers and how its committee structure and current staffing might function more effectively.

An interim report is expected by July. Mr Jarvis said it was not only the scope of lay representation on the council that was being considered but also the work of the council itself.

What the lay members of the council seemed to want to do was to join in a general forum on education, and the old central advisory council on education would have provided that if successful Secretaries of State had not killed it off.

Mr Jarvis wondered about the credibility of a Schools Council with more laymen on it giving advice on curriculum matters.

Afterwards Mr Jarvis said the NUT spread there should be lay involvement in a general way in a state of affairs where the State industry should be consulted on whether to broaden the subject range in the examination system, for instance.

But once these decisions have been made, the rest should be left to the practitioners. "You are talking about very complex matters," he said.

Mr E. R. Taylor, Free Church Federal Council, said he was disappointed with the composition of the review body. "There is an impression that the Schools Council rivals a shipyard as a centre for inter-union squabbles," he said.

Not only the universities but the churches also were being left out of any consultation. "We think the minutes structure, which was concocted about the moral lessons children draw from the world of trade unions and commerce. It may be a bit of a modern text book for running the world," he said.

Mr M. G. R. Adams, Church of England Board of Education, said he supported Mr Taylor's points but did not think it very important that the church be represented on the review body.

Mr R. Cave, National Association of Inspectors and Educational Advisers, said he thought subject specialists should be invited to give the review body but he was aware he knew no member of his association had ever got on a council committee.

Professor H. R. Pitt, Committee of Vice-Chancellors and Principals, said he was not sure that the composition of the review body was ideal.

Mr R. Regar Young, principal of Medica Watson's College, Edinburgh, said he would support the assisted places scheme put forward last year by Secretary of State, but he had some difficulties which would require his capitation not to be a change in the way of fee payment. "I hope local authorities would be able to make a similar approach to selected institutions with respect to retraining courses for mathematics teaching."

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'Leave curriculum to the practitioners'

by Bert Lodge

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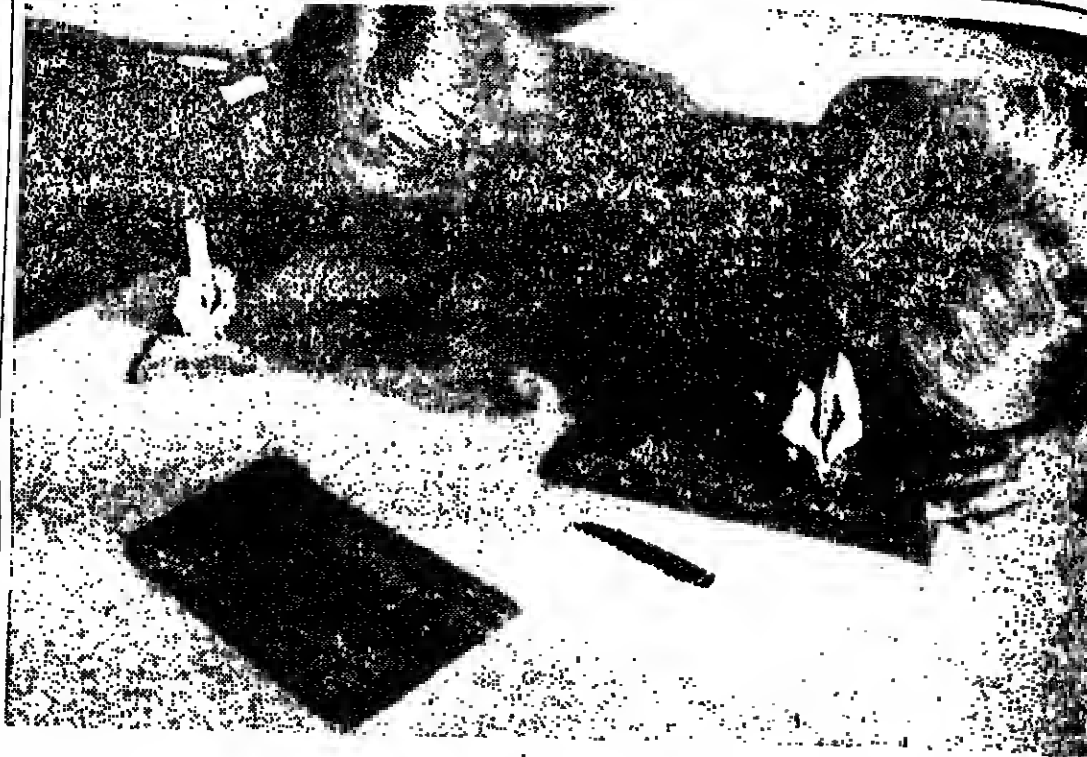
COUNTY OF SOUTH GLAMORGAN EASTER VACATION COURSES

37TH YEAR 9 TO 16 APRIL 1977

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Prospectus and application forms will be available from the undersigned at the end of January, 1977.

E. J. Adams, Director of Education, Education Department, Kingsway, Cardiff.



Pupils from Scott Lidgett School, South London, learning the art of handwriting the old-fashioned way with slates and slate pencils.

All building improvements axe

The Government has ordered every one of England's 96 local education authorities to spend less money on buildings in 1976-77. And three-quarters of them have also had their building allocation cut for 1976-77.

In revising the educational building allocations—which are not grants but limits up to which new buildings can be started—the Government has cut £28m from the £261m originally allocated for the two-year period.

The reduction has been achieved by withdrawing the school improvement scheme for 1976-77 and 1977-78 except for work already started and approved in 1976-77; and from the surrender of allocations by some local authorities.

The authorities have also been

and their original allocation of £5.1m for nursery building in 1977-78 has been cut to £2.5m. The programme for 1976-77 is not affected.

All the reductions are in line with the measures announced by the Chancellor of the Exchequer in July last year as well as in his mid-budget of December, and with the recent rate support grant settlement.

The revised allocations include the original amount allocated for minor works at further education and teacher training establishments and special schools.

The Government has also told the authorities that no further approvals will be given for projects in the 1976-77 further education building programme, apart from a limited number of small projects. But re-

vised bids can be submitted for 1977-78 further education a static programme, though the all size of this has been cut from £20,500,000 to £9,250,000.

The reduction for some of this is dramatic. West Sussex had its original allocation of £1,850,000 for 1976-77 cut to £1,178,000. For the same year, Berkshire must make do with £1,100,000 instead of the original £1,400,000.

Largest allocations go to a group of areas of £150,000—of £4,632,000 in Hampshire, whose £3,900,000 has been reduced to £3,656,000. Vision for basic need, local re-organization programme and is not affected.

Heads ask l.e.a.s to fix minimum spending rates

The Government should lay down a minimum figure which authorities must spend on their schools, say the National Association of Head Teachers.

The association also call this week for higher school meal charges, an end to free transport for pupils within the legal free-bus limit, and a full fee to be charged to users of school buildings in the evening or at weekends.

State subsidies for school meals and milk should be transferred from the education budget to the Department of Health and Social Security.

"We are concerned about the wide differences in school spending between local authorities," said Mr Mike Brightmore, chairman of the NAHT educational administration committee. "Each authority should be required to set aside a stated minimum percentage of its rate support grant for the education of pupils of compulsory school age. This used to be the practice."

His members realised that the call for dearer school meals would not be popular. "But as parents, all of us have to consider the choice: would we rather pay more for meals or see our children taught in larger classes with all the weakening of educational opportunity that would be involved?"

Heads often found that buses bringing in pupils from long distances picked up other children lying inside the free-transport boundary. These could be charged an economic fare. The full cost of heating, lighting and caretaking should be charged to users of school premises.

Mr Peter Brown, chief education officer for Bedfordshire, called for a return to the percentage system of the North of England education conference earlier this month.

Throw out 'bad apples' - MP

Teacher misfits should be removed from their posts, a former junior education minister declared on Monday. But such action should not have the appearance of a witch hunt, said Mr William Van Stratten, Conservative MP for Wokingham.

The misfits were like "bad apples in the barrel," he added. "They do not pull their weight. They do not do their homework. They have no dedication to out-of-school activities."

He was commenting on the current Secretary's statement during the years of education that young men and women who had entered the profession, but who were not doing well, should be thrown out. "It is not so long ago that it was almost impossible to tell a good college of education from a bad one," he said. "The scheme he had in mind must become a head's charter for themselves of staff they did not want."

competition printing in schools

Schools are invited to submit up to four specimens of printed work, associated with a school activity, eg tickets, posters, programmes, magazines. Entries must be submitted by 31 March 1977. Cash prizes totalling £100 will be awarded to those schools which, in the opinion of a panel of judges, have achieved the highest standards of design and production. All entries will be included in an exhibition at the Watford College during May 1977.



Further information from Howard Pattinson, Department of Printing and Packaging, Watford College, Hempsstead Road, Watford, Hertfordshire WD1 3EZ. Telephone: Watford 41211 ext 52.

Double standard over standards

by Bob Due

Schools are expected to remain bastions of decency and honesty while the rest of society ignores the old standards, according to a report to be put before Avon Education Committee next week.

Four local heads and three of the county's education officers blame parents, newspapers, broadcasters and even the law for allowing standards to slip while expecting schools to be the finger in the dyke of public morality.

More broken homes and working mothers meant that schools were expected to do more and more to feed, nurse and tend to the emotional needs of children. In the 1930s these were seen as the parents' responsibility.

"If parents pay little heed in emotional needs and feelings of their children, these will, in turn, pay little heed to the feelings of those around them. Hence the signs of greed, selfishness, dishonesty and violence we see between children."

There was the general acceptance of moral values and standards. "These have not only been allowed to crumble away through neglect but have been actively attacked by those for whom the only worthwhile

objective is total freedom for the individual to do, write and say what he pleases regardless of the effect on others.

"Sex is treated as an end in itself, obscenity is free expression, dishonesty is only self-help. Yet in the middle of this schools are expected to be untouched by it and be temples of pure behaviour, speech and honesty."

The report accuses the media of imbalance and vituperation and advising of making people dissatisfied with their standard of living. It contrasts the standards of what is said and shown on the radio, television, cinema and in the theatre and the press with the "standards" schools are being expected to maintain of what was publicly acceptable 10 or 20 years ago.

"Can we really expect impressionable adolescents not to be affected by the unacceptable aspects of change when they are given such prominence and support?"

The Children and Young Persons Act 1969 left the police and courts powerless in the face of the rising tide of juvenile crime. Laws on the eve of cinema, pubs, clubs and cinemas were falling into contempt. "How realistic is it to expect schools to set and maintain high standards, irrespective of the stan-

dards demonstrated by society outside the school?"

Mr Peter Coleman, a senior education officer at Avon, blamed the effects of these dual standards for the public discontent rather than any failure on the part of schools.

The report, which is due to be discussed by the education committee on Tuesday, has already been recommended by the schools sub-committee for wider distribution in the county to schools, parents, the police, courts and probation services.

Mr Coleman said they had expressed these considered views forcefully in the hope that they would provoke a public response. They hoped that a clear expression of public opinion could form the basis for guidelines which the committee could offer schools. "Not rules, but a framework for the school's philosophy which could be written down to make it clearer in parents and children."

The report says, however, that schools "should concentrate on their true educative role, particularly constructive social education programmes for the next generation of parents." It says, too, that they should distinguish with parents between the really important standards of behaviour and the trivial things that should be discarded.

Union to take vote on Bolton overcrowding

by Stephen Cohen

Nearly 40 per cent of teachers interviewed in Bolton have classes of more than 35 children, it was revealed last week. Some teach in corridors, dining rooms, and staff rooms. In one school pupils often have to work on the floor.

These overstuffed classes and indifferent classrooms have prompted the Bolton division of the National Union of Teachers to take the first step towards declaring a dispute with the local authority. A ballot of NUT members is to be held to decide on instituting no-leave sanctions and handing over-size classes.

The survey showed that 37.7 per cent of primary teachers have classes of more than 35 for part of the week. Three-quarters of these have large classes for most or all of the time.

Although nearly a third of primary schools have no staffing problems, others have acute difficulties. In one school, eight out of 12 staff spend all their time teaching classes of more than 35, except for an hour a week. In another school all seven teachers spend all their time with large groups.

Teaching space also presents difficulties. According to the survey 40 per cent of primary schools have no staffing problems, others have acute difficulties. In one school, eight out of 12 staff spend all their time teaching classes of more than 35, except for an hour a week. In another school all seven teachers spend all their time with large groups.

● Having areas which could not be used for the whole day or where furniture had to be frequently rearranged, or where there was excessive disturbance from the kitchens.

● Staff rooms which are often too small and devoid of classroom facilities or furnishings, and noisy because of their position in schools.

● Corridors which are inevitably draughty, even if not cold, the wrong shape for classroom activities and often devoid of facilities.

● School halls as classrooms with frequent interruptions and displacement of classes when the halls are required for their normal functions.

● Inadequate classrooms ("one class of 30 pupils uses an area of 363 sq ft—twice the size of a typical living room—which also has to serve as a corridor for other classes").

There is "incontrovertible evidence" of unreasonable class size in Bolton, says the survey, and "it has therefore been decided that action should be taken". Approval has already been given by a special meeting of NUT members. A ballot will shortly be arranged.

The union requires that a two-thirds majority is needed before the executive gives the go-ahead for sanctions.

Handicapped go unnoticed

The gulf between sophisticated assessment and effective remedial help is causing concern among teachers, according to Mr David Thomas of Leicester Polytechnic.

Writing in *Forum*, a magazine for the discussion of new trends in education, he says the early identification of children with potential educational handicaps and the diagnosis of specific difficulties is hampered by many factors.

These include shortage of trained people resulting in heavy case loads and long waiting lists of referrals; poor communication between the various agencies concerned with care, education and welfare; and lack of coherent policy for pre-school children.

Teachers saw children in a variety of situations. Their observations could be used more systematically to detect those in greatest need of remedial help.

Such was the confusion of organization and provision in England and Wales that a pupil's educational future was at the mercy of "fortuitous local circumstances".

In an editorial comment the magazine says that remedial teachers have a new and important role in advising and cooperating with their colleagues. Giving remedial help should be the responsibility of all teachers, whether they are class teachers in a primary school or subject specialists in a secondary, although all schools require properly qualified remedial teachers.

Unfortunately, the remedial service is especially vulnerable to the effects of cuts in expenditure and already there is a shortage of qualified teachers and oversize classes. "That there are unemployed teachers potentially available to alleviate this situation, and in-service courses undertaken through cutback, in secondment, amounts to a callous disregard for children in greatest need."

More staff at DES

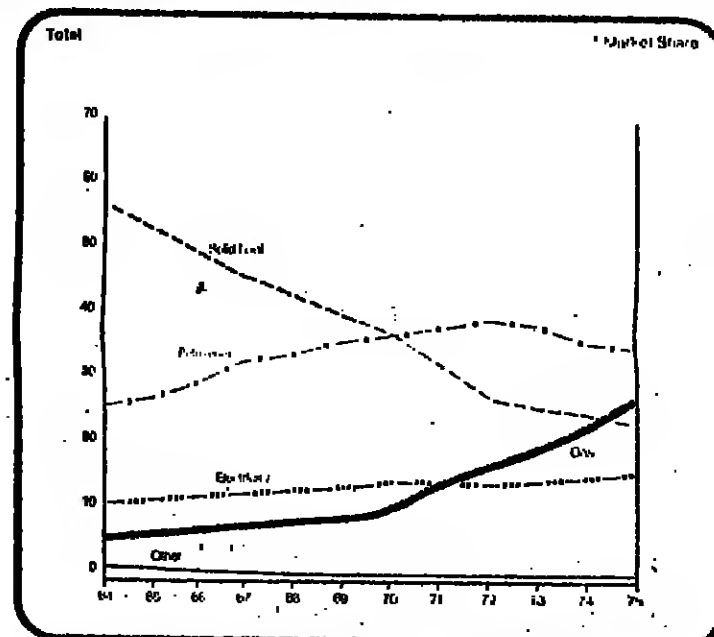
The staff of the Department of Education and Science rose slightly last year, after falling steadily since 1972, according to the latest issue of *Civil Service Statistics*.

The figures show that the number of people employed by the DES rose from 2,887 in 1975 to 2,926 in 1976. This included members of the University Grants Committee.

The number of HM Inspectors employed fell from 605 to 598. Only a fifth of all inspectors were women.

The DES remains one of the smallest of the main government departments. The Training Services Agency, a branch of the Manpower Services Commission, for example, had a staff of 6,774 last year. *Civil Service Statistics 1976*. HMSO £2.75.

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COURSES

ACE announces 2 EASTER COURSES

TIMETABLING in THE SECONDARY SCHOOL

12-15 APRIL, 1977, Derwent College, York
Course Director: Neill L. Rosom, Richard Aldworth School, Basingsstoke, Herts.

Senior staff from secondary schools, whether beginners or with some experience of timetabling, will find their knowledge extended and improved either attending this course. Study groups will use simulated material to learn the planning/constructing stages, the principles and interaction between the timetable, curriculum and school organisation. Lecturers will cover current and future trends of timetabling and will include:

- The Curriculum and the Timetable—Current Practice (C77/3)
- (Coe Study) The Background and the Timetable
- Curriculum Notation and Analysis
- The Timetabling Advance

THE PROBLEMS of CURRICULUM ORGANISATION in SECONDARY SCHOOLS

13-16 APRIL, 1977, Wentworth College, York
Course Director: Roger Seckington, Principal Earl Shilton Community College

Earl Shilton, Leics
This intensive lecture/study group course continues the theme, selected in 1973, re-designed this year, which members will examine the main problems associated with curriculum organisation and provide opportunity for realistic discussion. Lectures include:

- What is Curriculum?
- Classroom Interaction
- Curriculum problems through simulation
- The Unity of Change
- The Management of the Curriculum: A Head's View

Members will work in groups on assignments throughout the course under the direction of an experienced leader. Members will also have an opportunity to work in depth on one subject selected from options to include: *Personal Care—Role of the Head—Curriculum Constraint Simulation—Management of Resources—4th & 5th-Year Options—Staff Consultation & Participation—Middle Management—Curriculum Development for the Mixed Ability Classroom—Management of Curriculum Innovation—Teachers' Centres Support—Teacher's Role in Personal Relationships in School—Role of the Deputy Head—Block Timetabling*. (C77/4)

Senior Members' seats and those anticipating positions of authority are strongly invited to attend.

Full details, together with the 1977 List of Courses, available from: **ADVISORY CENTRE FOR EDUCATION**, 32 Trumpington St., Cambridge CB2 1QY. Tel. (0223) 51458



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Candidates for the Certificate must be graduates or hold equivalent qualification acceptable to the University of Leeds.
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COUNTY OF SOUTH GLAMORGAN SOUTH GLAMORGAN INSTITUTE OF HIGHER EDUCATION

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Postgraduate School of Art Education

The following courses in ART EDUCATION is offered for teachers/lecturers in Art & Design for the Academic Session 1977-78.

M.Ed. (Art Education)

Applications for this course are recommended at the earliest possible date.

Further information and application forms obtainable from: Head of Postgraduate School of Art Education, Faculty of Education, South Glamorgan Institute of Higher Education, Howard Gardens, Cardiff, Tel. (0222) 44761.



Guildford Royal Grammar School—nineteenth-century drawing.

Permission to go private

one of the longest and most arduous battles of any local government has just come to an end in Surrey. The county has been given Mrs Shirley Williams' approval to cease to maintain the Guildford Royal Grammar School which wants to go independent, and this now completes comprehensive reorganisation in Surrey. The 10 years which it has taken to end selection throughout the county has been marked with bitter political fighting, legal tangles and threats, and seen the most surprising intervention ever by an Education Minister. This was the use of Section 68 of the 1944 Education Act in June 1971 by Mrs Margaret Thatcher to exercise one of Surrey's 10 comprehensive schemes, the Rydens comprehensive school in Wotton on Thames.

Surrey had said that all children living in the school's catchment area should go to that school. However, because of her own opposition to comprehensive schools and in response to pressure from parents and some Conservative councillors, Mrs Thatcher ruled that the children had to be allowed to try for grammar schools elsewhere in the county if their parents so wished. The county sought legal advice and were told that Mrs Thatcher was within her rights in saying the l.c.a. was acting "unreasonably". The council felt it had no option but to comply. The test of unreasonableness, Surrey was told, was

the subjective view of the Minister himself. However, legal advice given at the same time in the county's Stop the 11-plus campaign by barrister Mr Louis Blom Cooper, found the Minister was acting "ultra vires". The irony of Surrey's failure in challenge Mrs Thatcher is that it was Mr Fred Mulley's subjective view on selection and comprehensive schools in Tameside which the House of Lords overruled last year, and led to the borough keeping its grammar and secondary modern schools.

Great Debate reports

PAT turns down tests and common core

Members of the 10,000-strong Professional Association of Teachers have rejected the idea of literacy and numeracy tests as a solution to claims that school standards are slipping.

In its report to Mrs Shirley Williams, the Education Secretary, the association has joined in the Great Debate and come out squarely against an externally imposed common core curriculum. "Most members would argue that a common core already exists in a wide range of subjects," the report says. "There has been little support from members for the idea of introducing literacy and numeracy tests as such. The association believes that screening is far more important than testing. But the association does not play down the worries about standards. Members feel that there is little doubt that the concern about standards of numeracy is justified. Many pupils show that they have problems and difficulties with word calculations and arithmetic word problems. Recall of facts is very poor and knowledge of tables often non-existent. Many secondary schools have several different methods

of covering the same material. Some use three or four different methods

MARK VAUGHAN reports how, after 10 years, the last piece of Surrey's comprehensive jigsaw fell into place

the subjective view of the Minister himself. However, legal advice given at the same time in the county's Stop the 11-plus campaign by barrister Mr Louis Blom Cooper, found the Minister was acting "ultra vires". The irony of Surrey's failure in challenge Mrs Thatcher is that it was Mr Fred Mulley's subjective view on selection and comprehensive schools in Tameside which the House of Lords overruled last year, and led to the borough keeping its grammar and secondary modern schools.

Unhappily a few teachers should put an end to the allegations between schools and the Government. The Schools Council, told the 10,000 in Surrey to use a replacement curriculum. Many teachers had nothing but contempt for the suggestion. "It is insulting school teachers as having little respect for human values, little recognition of human attributes," commented in the town and the county. "They feel that education is

1,000 EEC job or tech

Awarding the same for a Mide 3 as for a Mide 1 is wrong, says the Local Examinations Group. The contribution to the GCE Board has been awarded £1,000 each by the European Commission to work on a common course of study. The GCE Board developed CSE examinations of the type and the interim type and the interim type. It says it is a difficult to defend awards for candidates on a two-year course for these different examinations. "The British like to be strong," says the Cambridge Organizational difficulties in But, "Do not the students who get down to the city-olts really need to be better to keep the students will take, it is better to see quite what we will be up with.

Pay rises

Secondary and further education teachers are among the 5,000 part-time Open University tutors and tutor-counsellors who are to get pay increases of between 15 and 21 per cent, hatched to January 1978. Mr Laurie Soper, general secretary of the Association of University Teachers, which negotiated the award, said that because it came under the Terms and Conditions of Employment Act, 1959, it was payable in addition to any increase coming from the Social Contract.

Denial

The Church of England Board of Education categorically denies that it had been informed of the names of the three church colleges which are to cease initial teacher training, first reported in the TES on December 31.

A firm warning about central control of the curriculum was issued at the NUT's education conference.

Hands off our syllabus

The National Union of Teachers, Britain's biggest teacher union, has warned the Government that it will fiercely oppose any attempt to impose a detailed teaching syllabus on schools following the Great Debate on education.

Mr Sam Fisher, chairman of the union's education committee, told no union's education conference in London last Friday that although the Government had stated it had no intention of introducing a central control of the curriculum, aspects of the hastily drawn up Department of Education agenda for the great debate almost suggested that the DES was thinking of imposing a national syllabus. "I am a heavily qualified welcome to an education debate, he said. "We welcome it only in so far as it is a serious, responsible and informed discussion and not a jamboree of accurate or malicious gossip about the schools. The arguments were promising, he went on.

"The discussion was headed by the Yellow Paper so misinformed (or misforming), so overtly biased and so vulnerable to informed attack, Sir William Nicholson and having wrought its mischief and Guildford teachers by means of a copy-righted article in the *Times*, that it had hardly to be assigned to the safety of the *Official Secrets Act*."

He claimed the union was promised a decision by 1978. It had accepted the delay on the Secretary of State's plea that the new examination had to be explained and the public persuaded to accept it. "Mrs Williams said then that she saw no reason why we should not stick to the original timetable; meetings with the CSE board had already begun."

Contempt for the industrialist

stuffed by too many friends who give the youngsters a bias against industry and who do not argue with disciplining the young to be skilled in the fundamental essential for work in an industrial society. He did not blame the schools alone. Neither did he believe in simple solutions such as that industry just needed more investment. "The future wellbeing of our community depends on ending that alienation."

"The role of teachers is crucial. Our future wellbeing depends upon an acceptance by parents that a civilised society is one in which there is civility, compassion, competence and health but there is also an understanding of, support for, respect for, pride in the means whereby the community as a whole secures its livelihood and that such an understanding is every bit as important as our understandings of literature, history, science or music."

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Two-plus-two legion of the lost

Schools are advising sixth-formers to take one type of teacher training but are preferring to employ teachers who have done another. This news came at the university departments and colleges of education session of the NUT education conference last Saturday. "I find a complete left-hand-right situation in the profession," Mr John Horroft, principal of Ripon and York St John College of Education, said.

"In secondary schools advisers are obviously greatly favouring the postgraduate certificate or two-plus-two (two years of general studies followed by two years professional training) pattern—because it enables options to be kept open longer. But when the profession turns round and looks at the new teacher... "We have two sides of the profession: those who recommend students and those who read their reports we write back."

Mr Barnett forecasts that teachers coming out of omnibus colleges were more likely to get jobs than those from "open" institutions. "Students who are determined to become teachers will go in the omnibus rather than the institution which says: 'We don't want to know whether you want to be a teacher until your second year,'" Mr Barnett said. These students would not be preferred because the quota would have already been used up.

Mr Barnett, whose college was one of the 10 invited by the DES last

month to put on one-year courses for retraining unemployed teachers in handicrafts, said efforts to keep up student numbers in the shortage subjects were having serious effects on the traditional humanities subjects. "Out of 150 places next September, there will be only three for the teaching of English if I keep the groups up in the shortage subjects," he said.

He thought that the success of recruitment to teaching would depend entirely on the morale of the profession and the institutions. But sixth-formers were not impressed at present. They were hearing so much of redundancies, axing of budgets and of institutions not of routine terms being scratched.

Mr Frank Iltis, vice-chairman of the NUT advisory committee for university departments and colleges of education, reminded the conference that 50 per cent of students following the new teaching degree courses would be completing their studies in three years rather than the four years necessary for the old style BEd degree.

"This," he said, "represents a dilution of training and in a six-hour course something must suffer. Many of us feel it is the professional training component. "We now stand in danger of creating 'second class citizens' in our future staffrooms while at the same time mauling the words 'an all-graduate profession'."

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Here is a wonderful opportunity for your students to win a place on our European Tour. A trip to remember for the rest of their lives.

All they have to do is write an interesting, well thought-out essay of between 1500 and 2000 words on either of the following subjects:

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2. A short story ending "... but you must remember," said the Bank Manager, "that the first million is always the hardest to make".

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The 50 runners up will receive cash prizes of £100 each and 250 prizes of £20 will be awarded to writers of 'commended' essays. In addition, 350 book awards of £10 will be given to the schools represented by prize-winners.

To obtain entry forms either contact your local Barclays Bank Manager or simply fill in the coupon below. (Students must have an entry form to take part.)

Competition closes 15th March 1977.

Barclays Bank European Tour Essay Competition

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(Please print in BLOCK CAPITALS)

School _____
School Address _____

Number of entry forms required* _____
Post to: Nicholas Rouse, Barclays Bank Limited, Room 329, 54 Lombard Street, London EC3P 3AH.

*The competition is open to all 'A' level students born between 1.8.58 and 1.8.61 inclusive, living in the U.K. Writers of the top 100 essays in both the 1975 and 1976 competitions are excluded from entry.



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DIPLOMA IN FURTHER EDUCATION University of London

One year full-time or three years' part-time study. Relates the study of further education to contemporary educational theory and to current social and economic developments. Students can further specialise in Psychology, Sociology, Educational Technology, Educational Administration and Management, Aspects of Counselling, etc. Is recognised by a number of universities as a "qualifying" examination for courses for higher degrees for both graduates and non-graduates. Candidates should have reasonably substantial teaching or administrative experience in further education or industrial training.

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Three or four years' part-time study. Extends the educational studies of the Certificate in Education course. Prepares candidates for further study and research in further education. Candidates should be serving teachers with an initial teaching qualification and a minimum of two years' experience.

Candidates for all courses should apply as soon as possible specifying the courses in which they are interested to: The Principal (Ref. TES), Garnett College, Donshire House, Rochester Lane, London SW15 4HR (01-789 6533).

Vacation Courses near London MIDDLE MANAGEMENT IN THE SECONDARY SCHOOL

16th-20th APRIL 1977

Course Director: David Warwick, M.A., Director of Curriculum, Farnham College, Surrey

This intensive course follows a pattern successfully developed over four years at Lancaster University. Involvement and participation are the key elements. Topics to be covered will include— "Delegation", "Decision-making within the school", "Styles of Leadership", "Staff Management". Group work on an extended simulation exercise will run throughout the course, in which lectures, informal discussion, film and simulated interviews will also feature.

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A familiar figure to jam lovers floated above London's South Bank last week to announce that the next world hot air balloon championships, sponsored by Robertsons, will be held at Castle Howard, Yorkshire, in September.

Professor lights a lamp for standard international English

Teachers of English should deal urgently with the international problem of diverging varieties of English, said Professor A. F. Johnson, head of the department of phonetics and linguistics at University College, London, last week.

Intelligibility between users was crucial in many areas, especially between people like ground controllers and aircraft crews.

This communication problem, in terms of divergences in terminology, he told the conference of the International Association of Teachers of English as a Foreign Language, was most apparent in the new Commonwealth countries.

He hoped the educational systems in these countries would get back to basics and "adopt norms based on one of the more influential standards, British or American".

Mr R. Adlam of the British Council said, however, that learners of English in Europe now demanded to be taught international intelligible varieties of English which possessed the vitality of the language used by native English speakers and writers.

The world-wide desire to learn English, said Professor Randolph Quirk, co-author of *Grammar of Contemporary English*, was likely to continue because English had become "a necessary vehicle for many purposes in many parts of the world".

There was a growing demand overseas for British teachers, who were qualified to teach English for technological and other special purposes, said Mr A. Hatfield, chief inspector of English in Kuwait.

Wrong medicine for 'medics'

London University medical students, in evidence in the Royal Commission on the Health Service, criticize the NHS for not giving more attention to the special problems of women doctors. They demand more part-time posts for them and urge the re-employment of married women.

They also ask the commission to look into the possibility of funding medical students from the Department of Health and Social Security while maintaining safeguards to prevent them becoming a source of cheap labour.

The highly technical approach to medical education practised at the London teaching hospitals is also criticized. Mr Mark Smithers, a student at Middlesex Hospital Medical School, said this week: "For you have pursued a medical education which is entirely unrelated to the health needs of society. We want to see the next generation of doctors being more responsive to these needs."

Libraries have duty to ethnic minorities

Public libraries have a vital part to play in improving race relations, according to Mr David Lane, chairman-designate of the new Commission for Racial Equality.

He was speaking at a press conference in London to mark the publication of the Library Association's report on what libraries could and should be doing in a multi-cultural society.

Mutual understanding was a key ingredient in good race relations. Libraries in predominantly white areas had a particular responsibility because it was in such areas that fear, misunderstanding, ignorance, and fear were most likely to occur.

Libraries could also help people experiencing social or cultural adaptation. British-born children of immigrants were particularly apt to feel doubly alienated. They needed to be able to obtain information about different cultures.

Mr Eric Clough, a former Library Association president, and research fellow at the School of Librarianship at the Polytechnic of North London, said that the essential quality of a profession was that it should recognize its duty to society.

Too many libraries selected to be reluctant to help children to acquire a knowledge of their own, social, cultural, and historical background, although many ethnic children were keen readers.

There was "almost a reaction" to stop them learning their own languages. The report said that some children to adapt to their environment by concentrating on English and ignoring their sense of national identity.

Public Libraries in a Multi-cultural Britain. Issued by the Association, 7 Ridgeway, London, WC2E 7AB.

20,000 of last year's Ulster leavers find jobs

As many boys and girls in the United Kingdom left school in the summer of 1976, they have been finding jobs as school leavers in previous years, according to a statement by the Department of Manpower Services.

Despite the recession, about 20,000 school leavers found jobs last year, compared with 19,000 in 1975 and 18,000 in 1974. Last month's jobs are 1,139 unemployed boys and girls.

An analysis of the figures for last three years confirms the number of unemployed school leavers is falling more rapidly than in previous years. But the fall is less than in previous years, compared with a peak of 7,400 in 1975 and of only 3,598 in 1974.

The Department's statement, issued in the publication of the 1977 annual survey of career opportunities for young people, shows that the number of unemployed school leavers is falling more rapidly than in previous years. But the fall is less than in previous years, compared with a peak of 7,400 in 1975 and of only 3,598 in 1974.

Sport Down to the canals

by Stanley Levinson

The National School Sailing Association has started a campaign—Inland Waterway Year—in promise greater educational use of the British canal and river systems.

The association believes there is still great scope for using the waterways to educate schoolchildren and it hopes that primary and middle schools will find this specially appealing.

To help teachers, schools and youth leaders the NSSA has produced a special booklet, *Educational Use of Inland Waterways* (10p plus postage), for all who are interested.

The association is also supporting a series of educational cruises, arranged by two teachers, and set up organized to make life as easy as possible for the teachers in charge.

One of these is along the Thames (30 pupils and two staff) and has a specially equipped floating classroom equipped with teaching aids. Charges are £21 for five days, £32 for seven and £41 for a weekend.

And the NSSA has set up a service to act as a booking agent for educational cruises arranged through reputable commercial firms.

In all this it is not alone. Mr Neil Hanson, the NSSA vice-chairman, explains: "We have always had a brief for arranging educational activities on water." The association tries to persuade educational authorities to include knowledge of boats and waterways in school curricula.

On the sailing front, the national regatta will be held in July at the Queen Mary Reservoir, Ashford, Middlesex. Last year's regatta was a victim of the long hot summer; not enough water to support boats.

Details of educational cruises (Ashford School, Kent) who, a few days earlier had won the all-England under-15 championship.



Karen keeps her title

Karen Bridge, of Wallington High School, Surrey, retained her all-England junior (under 18) badminton title at Wimbledon—one of the three championships she was to win. Kevin Jolly, of Chase Cross Comprehensive, Romford, Essex, was also a triple winner.

Miss Bridge defeated her doubles partner Karen Puttick 12-10, 11-3 and Jolly beat his fellow top seed Andy Goode 15-6, 15-6 in the finals.

As neither Jolly nor Miss Bridge were on the losing side it goes without saying that they teamed up to win the mixed doubles against Nigel Tiler and Miss Puttick by 15-12, 15-8.

One of Miss Bridge's victims, in the quarter-finals, was Gillian Clark (Ashford School, Kent) who, a few days earlier had won the all-England under-15 championship.

Gymnasts in training

Twenty of Britain's top schoolgirl gymnasts spent the beginning of the year at Lilleshall getting specialist coaching from leading national coaches.

All the girls are in the British national junior squad. This was the first of three week-long training sessions for this year being backed by the Lilia White company which chose into gymnastic sponsorship last year.

Golfers' courses

From February 9, a series of lunch-time coaching sessions for golfers will be held in the Cranford Leisure Centre, Brockley, London. The series will be run jointly by Lewisham Borough Council and the Inner London Education Authority. Instructors will be supplied by Mr Geoff Coston, the professional at the council's golf course in Beckenham Place Park.

In brief Curriculum power

A conference on Power and the Curriculum is being held from April 12 at the College of St Hild and St Bede, Durham. It will be the inaugural conference for a new body—the Association for the Study of the Curriculum—which was set up last year by the annual Standing Conference on Curriculum Studies. Details from J. J. T. Brown, Durham University Institute of Education, 48 Old Elvet, Durham.

Remedial therapy diploma

Southampton University is running a new diploma course in remedial therapy for those involved in occupational therapy, physiotherapy and remedial gymnastics. The one-year, full-time course will begin this autumn, and initially, about 15 students will be accepted.

What's new at free school?

Bulletin 4 of the White Lion Street Free School has just been published and covers the history of the period—summer 1975 to autumn 1976. It is available from the school, 57 White Lion Street, Lambeth N1, price 25p plus postage. The school is desperately short of money and needs to replace the minibuses it uses for outings.

Babyminders and the box

A grant of £10,204 has been given to the National Educational Research and Development Trust to look at what effect a BBC television series on childminders has on the minders and those in their care. The series will be screened three times a week starting on January 9 and ending in February.

People

Mr Alan Warkurst, director of the Irish Museum, Belfast, is to be director of Manchester Museum.

Schools

Mr J. Burchill, deputy head of Lidgate Green Middle School, Bradford, is to be head of Dean Field Junior School, Ovenden, Halifax.

Safety hot line

A plan has been worked out to help schools near Ipswich Bay run away from the annual Sandringham Conference for a new body—the Association for the Study of the Curriculum—which was set up last year by the annual Standing Conference on Curriculum Studies. Details from J. J. T. Brown, Durham University Institute of Education, 48 Old Elvet, Durham.

Street art contest

The second Art Into Landscape competition, sponsored by the Arts Council and The Sunday Times, lists 12 public sites all over Britain in need of a face lift. The sites, which range from blank brick walls to neglected public buildings, have been identified by a number of local authorities and the landscaping will be paid for out of council funds. Last year competitors chose their own sites and none of their ideas could be implemented. Inquiries to Sue Grayson, Southampton Gallery, Kensington Gardens, London, W2.

Planning approval

The new MA course in regional planning introduced by the Lancaster Polytechnic, Cumbria, has now received approval from the Council of National Academic Awards. It is a one year full-time course, starting for the first time in October this year. Its unique feature is a strong emphasis on Europe.

Universities

Mr John Arthur Gosling, senior lecturer in anatomy at Manchester University, is to be a professor. Mr John Richard Dohy, senior lecturer in chemical pathology in the Charing Cross Hospital medical school, is to be the chair of chemical pathology at Manchester University.

THE TIMES Educational Supplement

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* currently under review

The Special Child

This is a television series from Yorkshire Television designed for parents of young mentally handicapped children. The seven programmes will be shown by Independent Television on Sunday mornings starting on 23rd January. The aim of the series is to provide guidance in the care and management of mentally handicapped children.

The programme is presented by Dr. Kenneth Day, Consultant Paediatrician of Northgate Hospital.

These programmes are free of copyright restrictions and may be recorded by any individual or institution with video-recording facilities.

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South Africa

Schools reopen with promise of more say

from Louis Hotz

JOHANNESBURG

African schools throughout the country reopened this month after the Christmas holidays in an atmosphere of tension. The new school year began in the wake of six months of almost continuous violence and disruption in Black townships such as Soweto in Johannesburg and Longa in the Cape Peninsula.

The schools were reopened with police assurances that pupils going back would be protected from intimidators.

African parents have also been offered a greater say in the running of their schools. Under the present system the school committees, on which the parents are directly represented, include a number of members elected by them and a number nominated by the Department of Bantu Education. In future the parents will elect all the members.

School boards, which are responsible for a group of schools in each area, will have a majority of elected members whose numbers will vary according to the size of the area they control, but in all cases the number of elected members will be twice the number of officially nominated ones. About 1,000 school committees and some 350 school boards are expected by the change.

African school boards are responsible for the appointment, promotion and dismissal of teachers in schools under their jurisdiction. Salaries are paid out of subsidies received from the Department.

The New Year also sees final preparations for the introduction of a phased system of free, compulsory education for African children. The parents of children entering school for the first time or in the lowest grades are being required to give a written undertaking that they will be kept at school.

From 1978 free school textbooks are to be supplied to African pupils. At present African parents, unlike their White counterparts, are required to pay for such books.

Republic of Ireland

Lynch attacks Church control

from our correspondent

DUBLIN

Mr Jack Lynch, leader of the Fianna Fail Opposition and former Prime Minister, has come out strongly against Church control of education in a radio interview in which he committed his party to several important policy initiatives if they are returned to power.

The main thrust of his attack was on primary level where, he said, "there must be a medium of inter-denominational education". He backed up his argument by emphasizing the negative effects of segregated education in Northern Ireland.

At post-primary level, where almost two thirds of all schools are controlled by the Catholic religious authorities, Mr Lynch made no secret of his belief that more public involvement was overdue.

The role of the religious authorities, he suggested—adding at the same time that their numbers were still falling—was in the religious moral sphere, rather than in the ownership and control of a large sector of the educational system.

He went on to argue that even in the presently religiously-run secondary schools, lay teachers should have a basic right to access to principalships—posts which are at the moment virtually exclusively the preserve of the religious orders.

This development, which has been strenuously advocated by the Association of Secondary Teachers, has been just as vigorously resisted by the Church leaders, who are trying to use it as a bargaining counter in their attempt to secure acceptance by the teachers of new methods of management. Teachers are rejecting the proposals because of the inadequate representation of their teacher representatives on the

Holland

Industry joins in 'relevance talks'

AMSTERDAM

Mr Jos Van Kammen, Education Minister, is holding a series of informal meetings with industry. The first meeting dealt with how to make schooling more relevant to labour market needs.

Further job training schemes for young unemployed and the strengthening of the legal position of apprentices will be raised at future meetings. At present, 15,600 young workers between the ages of 18 and 22 fall under some kind of training or wage subsidy scheme to stimulate youth employment.

Liam George

Jobs 1

More than 1m. young Italians out of work

from Dalbert Hallenstein

VERONA

At least one million young Italians between the ages of 14 and 29 are now estimated to be unemployed or underemployed. At the same time the nation's medium and small industries are crying out for specialized workers, which Italy's antiquated vocational and commercial schools are completely failing to provide. For the same reason many of the crafts and skills, for which Italy is famous, are beginning to die out.

Since responsibility for vocational training was decentralized in 1972 and put in the hands of Italy's regional governments, there has been much discussion about its reform, but little concrete action. One exception is the Lombardy regional government's development of a network of schools in training hotel managers/master chefs. This project, which has proved a success, is being copied by other regional governments to train hotel managers/master chefs.

Jobs 2

Canberra urges action to halt flow of new teachers

from William Purvis

SYDNEY

Australian teachers have started 1977 on a gloomy note with one prediction of a surplus of 10,000 teachers in 1977 rising to 48,000 in 1980. In the last weeks of 1976 education authorities in most states warned teacher trainers that they could not expect jobs when schools reopened at the end of January after the summer holidays. Teachers already in jobs were worried by threats of reductions in staff numbers.

The bad news has continued in the New Year with Senator John Gorton, the Federal Minister for Education, urging immediate action by the states to stop the annual flow of new teachers.

A federal Department survey estimates a majority of four to three, with a national surplus of 10,000 teachers in 1977 rising to 48,000 in 1980. It found that action is taken to 48,000 in 1980. Senator Carrick suggests \$2,000 per pupil in expenditure to help reduce the gap between actual districts, which would be to direct some money usually on the preschools or technical and of the scale. He also announced a ruling which would be to direct some money usually on the preschools or technical and of the scale. He also announced a ruling which would be to direct some money usually on the preschools or technical and of the scale.

France

Girls opt for technical work

from Mink Webster

PARIS

The proportion of girls in technical work has increased sharply in France, according to a survey by the Ministry of Education. The survey, which is the first since 1950, found that 49.3 per cent of girls in the secondary sector were in technical work, compared with 40.1 per cent in 1950. In the other disciplines the proportion of girls has also increased. In the sciences, for example, the proportion of girls has risen from 16 per cent in 1950 to 25 per cent in 1976. In the arts, the proportion of girls has risen from 30 per cent to 40 per cent. In the sports sector, the proportion of girls has risen from 10 per cent to 20 per cent.

North America

Schools funding system 'unfair'

California ruling that using property taxes to finance schools is unconstitutional

have repercussions throughout the United States.

San Francisco correspondent.

WASHINGTON

For every student who is enrolled in a California school, the State Supreme Court has ruled that the state's school finance system is unconstitutional because it depends on property taxes. This decision means that the state must find other ways to finance its schools.

The ruling is a major blow to the state's school finance system. It means that the state must find other ways to finance its schools. The ruling is a major blow to the state's school finance system. It means that the state must find other ways to finance its schools.

Ontario reemphasizes core curriculum

from our North America correspondent

WASHINGTON

The Ontario Ministry of Education is being tightfisted on the curriculum. The Ministry of Education has set out a new compulsory core of study for all schools in Ontario. The core curriculum is being tightened to put the clock back. Secondary schools must be for all teenagers, not just the academic elite, he said, and there will be no return to the rigid curriculum of previous years which caused many pupils to drop out because they could not cope with work geared to university studies.

Nevertheless, his proposals are a major reemphasis of the liberal reforms introduced in the late 1960s which many have blamed for lowering standards in schools and allowing a whole generation of students to enter university ill-prepared for the level of work.

The reforms were the result of an official report in 1968 which emphasized the damage done to children by "failure" in education. It said "a child who is learning cannot fail" and spoke of pupils being allowed to "dream the impossible dream". All pupils, the report said, "must be made to feel

Germany

What's in a name...

from Mink Webster

PARIS

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 (TES 21/177)

LETTERS

Private schools: need for quality control

Sir—The intention of the Department of Education reported in the TES (January 7) to discontinue the ("recognised as efficient") provision for independent schools is deplored on a number of counts. The decision shows little commitment to the proposed new form of interest of this Government in standards. If there is a need to monitor schools, why are independent schools to be exempt? Because they are so good as not to need monitoring? Or because the education of children in independent schools is expendable? This Labour Government and its predecessors has shown a great commitment to consumer protection and, if they are to be believed, would do more if more money were available. So where is the logic in destroying a system of consumer protection that has been built up and proved effective over more than 40 years? It is clear from what has already been reported that, if this measure goes through, the DES will defend itself by referring to the continuing compulsory registration of independent schools. This fanciful system deserves exposing before it becomes the only system of accreditation. For a school to be registered, it merely has to have a teaching staff that is not actually trained in teaching and premises that are reasonably safe. A few registered schools have something much more to offer (e.g. Summerhill) but most are registered rather than recognised because they would fail the recognition inspection if they dared to apply. As things stand, the well informed parent knows that recognition guarantees very high standards until that registered guarantee lapsed at all. The less well informed parent is not so well placed and frequently mistakes DES registration to be a seal of approval. But what will happen when only the registered category exists? Quite simply the worst schools on the registered list will receive a tremendous boost when they share at last the same formal status (registered) as the best independent schools. Since there is absolutely no educational sense in this, I can only suppose that it is a political attack on independent schools. If so, it is a particularly mean one since the principal sufferers will be those children sent by ill-famed parents to schools which do not reach current recognition standards. RICHARD D. FREEMAN, 55 Milton Road, Cambridge.

The discussions in fact took place with only some of the organisations concerned (IIMC, IAPS, etc)—the ones which, I understand, make DES "recognition" a condition of membership. That consensus as they themselves point out, benefits greatly from the present system of "recognition" and therefore have a vested interest in maintaining it. The only organisation which represents both "recognised" and "unrecognised" schools (about 400, equally divided) is the Independent Schools Association, which was neither represented nor consulted. It would be extremely unfortunate, therefore, if anyone got the impression that the opinions which are put forward in the independent sector as a whole. Anyone who thinks in terms of dividing sheep from goats should consult all the zoologists, not just half of them. R. J. REES, 11 The Moorings, St John's Road, Eastbourne, Sussex.

Teacher representation at risk?

Sir—The reactions of the education associations in the Government's proposals about teacher representation in council and committee affairs (which were given in The Times on December 1) seem to have inspired your article. Mr Gervos Walker, the chair of the policy committee of the Association of County Councils, noted as having said that the notion of direct employee representation conflicted with the concept of local government as a democratic institution and the fundamental distinction between the roles of the elected member and the appointed employee. The Education Act of 1944, piece of modern legislation designed essentially to ensure the administration of the education service, local government and by democratic means, enables local education authorities to appoint representatives of their teaching staff membership of education committees, and for 30 years now representation has made very valuable contributions to the work of education committees. If Mr Walker is reflecting considered attitude of the Association of County Councils, there is issue here of fundamental importance to education services and the local authority should be asked to define its attitudes to teacher representation on education committees. The preparatory stages of government reorganisation in 1975, the attempt was made to abolish statutory requirements for education committees and their membership and one trusts it will not be repeated during the debate on the development on the general principle of worker participation in decision making. DERRICK WILLIAMS, 25 Redland Grove, Redland, Bristol.



And this is our Miss Davies who at present has tergiversated in three languages.

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Table with columns for 'Savings', 'Rate', and 'Interest'. It lists various investment options and their corresponding rates and interest details.

'Stone Age' slur

Sir—If your article "Schoolgirls' Stone Age" (Attitude, January 7) reports Mrs Colquhoun accurately, her reaction to the views of Mrs Groves and her husband seems to have been both hysterical and unwholesome. To deal with the second point first, we know very little about the Stone Age and should be careful, therefore, not to inadvertently malign the dead by ascribing to them the thoughts and attitudes with which we happen to disagree. I myself would prefer to call Mrs Groves's point of view Napoleonic, and while one may deplore Napoleon's tendency to overstate (or perhaps oversimplify) his case, one occasionally suspects that the last point, if not altogether the one he was trying to make, which Mrs Groves's article vividly reflects the influence, not of the schoolroom, but of a plous, disciplinary, perhaps slightly reactionary, home background, not dissimilar to that of Napoleon, and in our own country, as a schoolmaster, I must deplore, as illogical and unwarranted, Mrs Colquhoun's attack on Mrs Groves's school and on the British education system? However, it may be, Mr Alan Groves's indifference to academic values is perhaps regrettable, but it is not uncommon in child sex, despite the well intentioned efforts of people like myself. We do our best, of course, to fill young heads with information which we hope may be useful in some way, but, above and beyond that, we have a concern that our pupils, being unacceptably inclined or out, should grow up to lead dull and happy lives. And if, in the case of a non-academic pupil, this means following the dictates of her heart and her instincts, to settle down in the state of lawful marriage, that will be applauded. One may occasionally regret the early marriage of a clever girl who might have gone far; but, as against this, I have seen too much of the other side—young women forced into a consciousness of their "role" being unattractive and unhappy lives. Given the physiological and psychological differences peculiar to the female, this question of a girl's education and career must always be an ad hoc case ad hominem (or should be ad feminam?) affair. Because most academics are sensible enough to realize this, they are chary of the ready-made answer which is so often demanded of them. JOHN WILKINSON, 8 Mellor Close, Oxted-on-Thames, Surrey.

Cost of Oxfordshire cuts

Sir—Mr Bogaador's disarmingly courteous letter about the cuts in Oxfordshire (January 7) is suspect in two ways. His analysis of our national productivity is unconvincing. The reasons for our low productivity as an industrial nation have more to do with international developments and with misplaced priorities in our own social and educational planning during successive governments than Mr Bogaador seems prepared to concede. Too little emphasis was placed during the 1950s and sixties on technical, vocational and specifically industrial training. He unintentionally misleads in that he appears to suggest that an additional 9p or 10p rate increase in Oxfordshire would be necessary to avoid spending cuts for 1977-78. I understand that Mr Bogaador would be justified in claiming that ignoring government guidelines on spending over two years could cost additional rate increases of between 9p and 10p. He is not justified in implying that a rate rise of 9p or 10p would be needed for next year—the year for which teachers and parents in Oxfordshire are asking for a 3p additional increase. Even with no central government support of the local rate levy, a penny rate in Oxfordshire yields about £17,000. So the most that could be raised, if necessary, if we were determined to raise the whole of the £5m proposed public spending cut in Oxfordshire without Government support, would be just under 7p. The 9p additional rate rise for education that we are actually calling for would bring in £2.1m. This would still leave us with a cut of just over £1m for 1977-78; but I believe we could face that without any need for teacher staffing cuts and all that they involve. BRIAN DERRBYSHIRE, Peers School, Littlemore, Oxford.

Circus survival on a tightrope

Sir—Much welcome has been done in the past few weeks (January 7) towards the need for similar facilities in this country. There is certainly a remarkable lack, not only of up and coming talent, but of native British talent as a whole, in most of the varied arts and skills of circus performance. As a result the majority of many British circuses is being run by the few lower show dependant heavily on imported acts. The reasons for this shortage are too complex to be considered here, but it is clear that the circus industry is in a steady decline. British circuses have been observed in countries that offer better financial benefits, notably in the United States. This is all part of a British circus malaise; we alone in Europe refuse to regard anything more than circus as entertainment, and consequently the standard we set is arguably the poorest in Europe. The traditional system whereby skills were passed on from father to son, as well as largely to have died out, is many the economic rewards of the circus, hardly to qualify the effort of circus practice. As with France, most West European countries see circus schools as the only way of ensuring a continuing supply of skilled performers. The state schools of the communist

When the back biting had to stop

Sir—I was most concerned at Mr Lewis's emotive and inaccurate remarks (Letters, January 7) about the attempt was made to abolish statutory requirements for education committees and their membership and one trusts it will not be repeated during the debate on the development on the general principle of worker participation in decision making. A large proportion of work done in FE colleges is "non-advanced" and in colleges like any we have principal lecturers or staff moving through into the senior lecturer scale. Even in colleges where advanced work is taught, a lecturer grade

Self-assertion

Sir—In criticizing Sue Sharpe's Penguin book, Eileen Barker (December 24) that "you can't get away from the fact that self labelling and finding the kernel truth selfhood arising pretty well willing to be released from the obscuration of social typifications. The only possible answer to this is, Oh, yes, you can!" In my book "Ordinary Experience: Humanistic Psychology in Action" I explain exactly how this is done and what makes it possible. JOHN ROWAN, Association for Humanistic Psychology.

Centre spot

Sir—Mr Morant ("In-service congruities", December 31) had number of requirements for in-service education in the past year and considers two current forms, the one-year secondment and short school-based courses. I am afraid he makes no mention of teachers' centres. It satisfies my criteria of teacher involvement, it is pre-emptively a need for continuing education and it is able of the kind of development envisaged in the James report. Does Mr Morant feel that to mention the teachers' centres is to do the obvious? B. W. COMBE, Burbage Teachers' Centre, Buxton, Derbyshire.

I know which the first widge was

Sir—Stanley Alderson's article on widges (December 24) was stimulating, but was Lewis Carroll's "widge" the earliest? Michael Faraday must qualify for the earliest widge with his "electrolysis" (electrolytic analysis). Let the back biting between schools and colleges stop. With closer cooperation and mutual respect we shall be able to provide a broader and better service. ALAN COUPE, 324 Somerston, Haslingden, Essex.

LETTERS

Exams and all that

Dispelling the myths

Sir—In view of Mr R. Edwards' speculations in his letter (December 24) on the reasons for the introduction of the new O-level grades, it may be helpful to remind readers that the old numeric grades were entirely unofficial and that, prior to 1975, O-level was officially an examination with only two grades, pass and fail. The pass level was, moreover, set at the relatively high "credit" standard of the old School Certificate examination. Consequently a candidate who fell short of the standard of the new grades D and E did not, as Mr Edwards seems to think, take the GCE boards into new territory, since these grades occupy the area covered before 1951 by the old School Certificate pass category, and include a rather narrower range of candidates than those formerly covered by the unofficial O-level grades 7 and 8.

Throw out CEE and you throw out our ideals

Sir—Regarding the correspondence in your columns on the future of the CEE, the new generation of sixth formers want and are told they need public examination certificates. If CEE schemes are thrown out then these students cannot get qualified since they lack the basis of O level seen as necessary for subsequent A/O and A level courses. Hence these students through no fault of their own are excluded by their earlier educational experiences. Just more than this is at stake. The ideas that stimulated the establishment of comprehensive schools, the endeavours to create new modes of examining that would give credit for independent work and responsibility, expectation that our secondary schools might in secret seem the academic elite—all seem threatened if CEE is abandoned. Surely a more simple and just solution would be to move O level work to the periphery of sixth form activities. Then those employers looking for technical competence and institutions of tertiary education—universities, polytechnics, colleges of education—looking for academic rigour can be left to devise and conduct their own examinations as they see fit. Since a scheme would leave the secondary school free to concentrate on its principal obligation to provide the kind of experiences for all students that will give positive feelings towards education during and after school life. Strictly vocational and specialist academic courses could then be given only the amount of time and resources they merit. FRANCIS LAWRENCE, Schools Information Unit, Centre for Contemporary European Studies, Sussex University.

We are fair to German O level

Sir—Mr Edgerley in his letter (December 24) appears to misunderstand the basis of the standards of attainment reached in the two languages might well be similar. The levels of award in all Joint Matriculation Board subjects are mentioned regularly by comparing the results of the candidates in each subject with the results of the other candidates (gain in all the other subjects, which they are offering. These analyses show that the modern languages form a relatively homogeneous group and we have no doubt of attainment required in order to gain a given grade in German. A higher standard of performance is required in French. In general, candidates offering German are of higher ability than those offering French. It is also true that they have in general studied for

Are these results completely irrelevant?

Sir—In Coventry, according to Bob Doo (December 31), the debate on standards has focused on the expectations of employers who want basic English and mathematical skills to be tested locally, together with the development of an acceptable set of personal qualities as an aim in schools. The reputation of the Coventry report implies that present standards are unsatisfactory. By contrast the defenders of standards highlight a significant increase in performance at O level and CSE. Presumably their present examination work is of little relevance to employers. Our experience in north Manchester confirms this. The better teachers' results and may not fairly reflect the ability of qualities of the candidates? More important, have pupils come to the same conclusion and find much of the effort put into examination teaching is irrelevant? The resulting divergence between teacher and pupil objectives must account for some of our difficulties in schools. B. J. ARNOLD, Head, Plant Hill High School, Manchester.

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Continued from previous page

and external to the school, are not randomly related but correlated, so that it was possible, using a combined index of social and educational disadvantage, to draw a map of deprivation. This showed the black spots of particular school catchment areas and districts, characteristically concentrated in the inner rings of the conurbations.

The average degree of educational and social deprivation in such districts is undoubtedly high by national norms. In some EPA districts levels of reading attainment are a whole standard deviation lower than the national norm. Thus, these geographically demarcated deprivations have a reality. Nevertheless, it is a fallacy to translate from average conditions to a prediction about individual circumstances and individual performance. It cannot be assumed that any particular child who grows up in an EPA area is doomed to low educational attainment.

Moreover, however the map is drawn, the number of children who are deprived or disadvantaged is greater outside EPA districts than inside them. This apparent paradox is a consequence of failing to

distinguish between group averages and individual children. This is the ecological fallacy illustrated in the context of the EPA project by Jack Barnes in volume 3 of our series.

Nevertheless, it is just as easy to fall victim to the fallacy of composition by taking an individual approach. An important case in point is that of geographically concentrated racial and ethnic groups. The low performing black child is a fact. But the depression of a black community is not simply the sum of individual low performances. There is a separate world within which individuals still vary, but around lower averages—a world socially determined by a complex set of discriminatory attitudes and policies which reinforce one another in limiting opportunities, effort and ambition.

As my colleague George Smith has argued, it is typical of EPA districts that the whole range of scores is depressed, and not one particular category. Thus, the weakness of an individual at-risk approach to deprivation is underlined. He insists it is necessary to analyze general social changes that create and sustain EPAs, and to pursue area-based policies in the light of such analysis.

A local education system best to be seen as only one of the educational resources of the area. Its development has to be

planned in relation to other educational and anti-educative forces, including the characteristically low level of private and public investment, and the absence of social capital in transition areas with rapidly changing populations, poor housing and poor knowledge of the political and administrative skills required in securing a fair share of resources for the district.

There are, then, many different units and facets of poverty. Passively discriminatory policies must distinguish between regions, districts, schools and individuals. But there is no necessary opposition between work at the different levels.

Programmes which focus on the national organization of preschooling, or on realizing the principle of the community school, or on psychological tests to predict the likelihood of failure in individuals, can all be fitted together coherently in educational approaches to the mitigation of disadvantage.

Positive discrimination is about resources. The principle stands, and is most urgently in need of application now that our total resources are both limited and forced to be idle.

A. H. Halsey is director of the Department of Social and Administrative Studies, Oxford University. He was national director of the action research project on Educational Priority Areas.

Principles in practice

Hilary Finch looks at the part played by the ideas of Friedrich Froebel in the work of the Froebel Institute

The word "kindergarten", coined by Friedrich Froebel the philosopher in 1820s, and his ontology of the child a plant to be nurtured, have so permeated our primary schools that teacher-education has become for many a cliché, an overworked yet underachieving concept.

The Froebel Institute at Roehampton, London, a Georgian house in 30 acre-lake and woodland, was founded in the 19th century to promote the educational ideas of Froebel. It was one of the colleges to offer a three-year certificate in 1960, when London Unives decided to extend its education courses three years. The Froebel Institute approached the London Institute to be taken on board. Now it is a constituent part of the Roehampton Institute of Higher Education (founded 1975 with Digby Stuart, Southlands and Whitelands colleges), offering the three-year certificate, the BEd, the postgraduate Cert Ed, and a number of advanced diploma and Masters' courses in education.

In *Education of Man*, published in 1826, Froebel set out his manifesto for the education of young children. But it is spent a day at the Froebel Institute will be hard put to find out the details. The only lectures on the man are part of an optional course; the students are reluctant, even uneasy, to do themselves in examining the work of their founder. Yet at the end of the day certain concepts will have found their way into your system as if by magic.

It is by this very process that students at the college, and children at the Froebel School (the administration is attached to the college) do their best. At the college there is a notable absence of lectures. Information, be it as basic (sent at the college as an all-important catalyst of Froebel's ideas), the social of education, a specialist subject, is imparting the basic skills of reading, writing, is gathered in seminars, tutorials. Staff and students question one another, affirming or rejecting ideas, measuring them against observation of experience with children, who are visible in their schools and who, in turn, visit the college. Teaching practice will remain in new course structure is beginning.

change things slightly) took up three weeks in the first year, five in the second and nine in the third—this last being one of the longest in a college of education).

Froebel himself insisted on having a school attached to each college: Istock Place School is just across the road from Grove House, and teaching practice is also done in every kind of school in every kind of area. One or two students complained that they were given an insufficient foundation for classroom practice, but admitted that this forced them to work out a system from their own experience.

Each student follows a programme of educational studies for professional training, and one in their specialist subject which may have no immediate bearing on professional skills. Each member of staff teaches in a field of educational studies as well as their own specialism. Students have a personal (main subject) and educational tutor, and keep these two tutors for all their time in college.

Until recently there was no formal assessment until the end of the third year. (Educational studies students have a four-part "examination" consisting of essay, folder of course work, written paper and a common paper shared with other colleges in the RHE.) The college is having some difficulty in fitting its delayed evaluation principles to the university structure, by which students select units of study appropriate to their needs. "The modular approach," says Michael Morgan, principal of the institute, "makes the creation of a unified, coherent and integrated programme of study more difficult, though not impossible."

One example of the way in which theory and practice are integrated is the Childhood Project, running as a first-term course in the three-year certificate and as part of the degree courses. An exhibition of photographs of children in various environments is linked with a series of questions on the child and the family, while seminars, films and assignments are interspersed with visits. Discussions are held afterwards, and students are encouraged to prepare papers on aspects which have interested them.

In the research centre in the grounds a member of staff has been seconded for five years to a project on the cognitive development of preschool children between two and five years old. Not only do college students take part in the research (one or two have submitted Masters dissertations based on their work), but the project has also had a discernible effect. The two-year-old children from 20 families in Wandsworth who came every morning for two years were found to react, learn and act more effectively than their older siblings by the end of the project. For example, in the popular "draw a man" tests, the control group produced nearly meaningless blobs, while the experimental groups drew clearly recognizable human shapes. Language comprehension also improved substantially.

Istock Place School (fee-paying, privileged, and a showpiece for the Froebel Institute) houses its three to eight-year-olds in the Barbara Priestman House. Parents walking in apparently have been horrified at the appearance of chaos. Everything is upon plan—children making sand pics, others banging xylophones, still more playing with water—but gradually the method shapes itself out of the madness.

Patricia Rey, headmistress of Barbara Priestman House, emphasized the consistency which she had experienced between the ideas of the college (where she was a student) and the way in which the school was run, particularly in the activity-based learning—whether it be learning about money and weight, by buying and selling in the school's canteen, or in the way in which at college course notes and observations are considered more important than a perfectly written essay handed in on time.

Cliff Green, headmaster of Istock Place, likes to think of his school as a place of discovery, sparked off by a wide range of stimuli provided by teachers trained to know how to direct learning from a particular curriculum area, to select, and then to consolidate at the right moment (the students' grounding in Piaget is all-important).

A class of 16 11 to 12-year-olds, some from Barbara Priestman House, some from other schools, thought their teachers had basically the right ideas. "They don't yell if you misbehave", "It's nice to have no projects and reports", "You aren't made to feel silly if you can't understand". But there were other views: "Well, we could be pushed a little more, I suppose." "Yes—I wish there was more competition—wish we could have houses..."

There are also gold stars for a good piece of work in the site school I visited. The Froebel students on teaching practice there have a Froebel trained headmistress—and, sure enough, the same attitudes had seeped through.

Now that child-centred, discovery-based learning methods have become almost taken for granted, the students see Froebel's ideas changing and being modified. As society becomes more child-centred, there is more need to concentrate on social as well as academic development.

They're told to watch particularly the ways in which children work with and react to each other, as well as the knowledge they're acquiring. Each child's activity is recorded in the teacher's mind (and file), and closely followed. Although, for instance, multiplication is

usually learned with Unifix blocks, one of them will use tables as well—simply because the children love the rhythm of chanting them.

As for the orientation of course work, I was struck by the relentless shift from theory in practice, the frequency of school visits, the return to the discussion group, as well as the longer periods of teaching practice. On the whole, the students seemed well equipped to articulate the principles underlying the programme which trained them, and which is to underpin their own teaching, and to be convinced of their relevance—even if it took some time to see how they all worked out.

Jeachim Liebschner, a lecturer at the institute, was attracted to it simply because it "started with the child, not the subject" (he had previously been at a Church of England college). Jean Johnson, head of the department of educational studies, came from an ordinary college training and admits she got hooked by the fact that, despite their widely differing interests, the same basic principles were practised by all members of the college. "The place has an enormous integrity" in Michael Morgan's impression after three years as principal: "It likes to think of Grove House as a place where 'principles permeate procedures, not prescribe them'."



"There's everything wrong with this place to bring up kids"—a Deptford teacher, quoted in Educational Priority volume 3.



Forgotten Messiah?

Peter Lund on the influence of the ideas of Ivan Illich on the English school system

Much has happened as a result of Ivan Illich's dramatic entry into the educational scene of Northern and Western industrial societies in 1971. Although his original message was concerned primarily with education in Third World countries, those disappointed at the limited effects of reformers in both the United States and Britain were quick to acknowledge the contrasting views of this new Messiah.

particularly the beguiling Ivan Illich, with a firecracker in every line he wrote and said.

While many have exposed the flaws in his arguments, there is little doubt that his ideas have been responsible for much of the educational debate of the last six years. Who is winning the debate?

The position has been polarized, with the dominating forces (as in the Tyndale "affair") digging in their heels—although even they, largely in desperation, seized upon Illich's "ad-card" idea as a way of relegating fourth division school strugglers into the realms of non-league play, with an option to return when their studies, finances and "play" were recharged sufficiently to face further years of the type of education responsible for their failure.

schools in an unbroken chain of attendance, produce the image of freedom. Attendance as the result of seductive incentives, the need for specialized treatment enforced by truant officers. Free school graduates are easily reminded impotent for life in a society that bears little resemblance to the protected gardens in which they have been cultivated."

It is no accident that those free schools which were anything but "protected gardens" and, therefore, more potent as forces of change found survival difficult and death inevitable. The Scotland Road Community Trust's own free centre in Liverpool threatened the city's bureaucratic organization to such an extent that the conditions laid down for it to operate resulted in the centre lasting a mere two years in five different hues. At least it survived long enough to show up the impotence of the educational reformers.

Eric Midwinter, while suggesting a Kroppstein type of league of leagues and association of associations, rejoiced in the free centres' demise, placing his faith in bureaucrats attempting to solve the educational and social problems of an administrative area which now embraces both Southport and Bootle. At

least the Scotland Road centre had the real facts of life.

Changes and experiments inspired here, Illich have had in common. In the immediate future where more reform forces are likely to be in evidence, it is possible that even more compromises will have to be made.

Teachers are in a difficult position here. They need alternatives, if only to increase their chances of survival as the decrease those of breakdowns. Yet, paradoxically, acknowledging them would be the institutions which support them.

institutional learning, is debatable. Illich has left no doubts about his own position. His suggestion that it is up to each person to be responsible for his or her own deschooling is obviously unpopular, not least with teachers.

Many people have acknowledged Illich's ideas in order to support their own in radical terms. Michael Duane suggested that the emergence of the free school movement not be a costly affair, can spring from the spontaneous needs of the people and run shift from being a teacher-dominated to being a learner-dominated activity. The deschooling movement in essence is not only a social protest against the dehumanising effects of capitalist society, it is a resurgence of man's innate drive for freedom.

In the wake of educational cuts this sort of statement is likely to spark off staffroom wars. On the other hand, readers of George Dennison's *The Lives of Children* will recall that the First Street School required no extra money. The difference was that it was spent on human resources, rather than on outdated and little-used curriculum packages. In this way a staff: pupil ratio of one to seven was achieved.

This is a strange conclusion. In view of the ever-increasing problems for both the controllers and the controlled brought about, according to Illich, by the role confusion in the teaching fraternity, Armstrong's belief in the possibilities of the teacher-learner relationship being redefined "even within the decadent structure of existing institutions" is the ultimate in optimism; few have survived such strategies being undertaken.

Chris Searle questioned, suffered and was finally reinstated—but that was a while ago. R. F. McKenzie was removed from his headship in Aberdeen for not using the belt, Masowille, the actions

of another head in Newcastle were approved; his explanation, that he caved in on the grounds that under the Sex Discrimination Act he had little choice, was accepted by his local authority.

The attempts of some Tyndale teachers to practise what others merely preached led to a long and expensive inquiry—the message being that attempts to redress the balance of power are acceptable only in written form, and then only from accredited educational reformers.

The educational "box" or school, remains inescapable, despite the growing restlessness and breakdowns among teachers. I have found, when discussing educational issues on in-service courses, a great faith in the ability of the "box" to survive. The proponents of the "crodla to gravo" policy are obsessed with the idea of an everlasting "box" which in practice, as in the case of the Abraham Moss Centre, in North Manchester, merely results in a big box being split up into smaller ones.

Illich has left teachers with many questions to answer, but it is unlikely they will be answered while institutions remain aloof and inviolable, supporting themselves with built-in safety devices in the form of selection procedures, accreditation, grades.

Colin Peacock referred in *The TES* (November 19) to Edmond Holmes's book *What is and what might be*, published in 1910. Few since have practised the "what might be" part, one exception being Edward O'Neill who, inspired by Holmes, operated a system of real community education in two working-class areas of Lancashire between 1914 and 1952. While he was fortunate in that the areas consisted of communities of a homogeneous nature, his contribution showed what was possible in a schooled society and the fruitfulness of schooling.

The Idiot Teacher, originally published in 1952, tells the story of O'Neill: its imminent reissue will make the recent ideas of educational "innovators" look very thin indeed. As Colin Ward has pointed out, "In spite of the talk of 'community schools' there are a thousand bureaucratic reasons why O'Neill's version of Bokunji's 'popular academy' could not be put into practice today, and remains only a vision of the futuro transformation of the school."

Peter Lind is senior lecturer in education at Huddersfield Polytechnic. *After Deschooling, What?* is reissued today by Writers and Readers Publishing Co-operative (1987).

UPPER 1250

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Science and society

This week The Times Higher Education Supplement presents the second in a series of eight-page features covering developments in science and their social implications; the series is published quarterly in collaboration with the British Association.

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Every Friday 18p

Beaver on....

Marten Shipman on research in education

Educational Research in Classrooms and Schools. By Louis Cohen. Harper and Row £8.50. 0 6 318047 2.

This book will be a boon to that anxious procession of undergraduates, diploma and higher degree students searching for a dissertation topic that is both feasible and respectable. Louis Cohen has provided a host of ideas for modest research projects drawn from the psychology of education, the sociology of education, and the observation rather than on evaluation and using existing research papers as a source of ideas. This is a practical approach, recognizing that there is little chance of breaking through the frontiers of knowledge in the few weeks usually available to the student.

I have a suspicion of books containing a menu for probationary researchers. But Dr Cohen has been wise in doing only to take the drudgery out of the search for a topic. The ideas that will lead to the research. Techniques, instruments and examples are provided in plenty, but the student is still left to exercise initiative. The full list of up-to-date references will also short-circuit the often fruitless hours of searching through some

pillaged library. The surest sign that the author of this kind of manual has done his homework is the number of times you realise for the first time where that elusive article or text can be found. On that criterion this book is a thoroughgoing rewarder, in which the nature has done a lot of the work that is usually left to the reader. It should be in all education libraries and deserves the pillaging in which it will undoubtedly be subject.

It is fair to ask if all the research encouraged by books like this does students any good. Few thirds or the student himself, but many take up a lot of time in misreading papers. Among those that have been influential there are those whose small scale and wide generalization, low reliability and high misleading evidence. Others have provided nuggets of dependability. It is a difficult balance to assess. The work gets the student a qualification, but few do any more research. Doing is probably the best way of learning the research trade, but a qualification in statistics or computer programming may be more useful. The exercise ensures that at least one area of knowledge is adequately covered out

of a course, but the time that could have been obtained in a deeper reading of the literature, however modest the amount, but the finished product is little more than a copy of a library reserve stack.

Dr Cohen writes in a refreshingly enthusiastic, pragmatic style contrasted with the distillation of many of the coarser aspects of formal research and with the baldness of many of the books. The public has cause to be grateful and as it tries to get its head back sees the researcher as other's diabolical. There is a limited scientific community trying to restrain the student of the hatchet man. Any failure to establish a common discipline that might solve some of the problems before, not a publication, the student becomes a Research Association could state with universities and post-nominals to harness this free-lance army of 100 M.A. theses on the teachers construct their judgments as distinct from judgments on behalf of students yet in thanks to the author.

Curricula continentale

Harry Judge on schooling in Europe

Europe at School. By Norman Newcombe. Methuen £3.95. 416 82890 6.

Most of the complaints commonly directed at studies of educational systems other than our own certainly do not apply to this manual book. The last 20 years have been marked by a rapidly growing interest—sustained by international organizations and by a small but gallant band enrolled under the dubious banner of "comparative education"—in the workings of European school systems. The results have not always been happy. Too often thick and closely printed publications have presented little more than colourless and schematic accounts of the bare bones of a system, illustrated with charts and diagrams, that tell more about the alleged purposes of legislators than about what actually happens. Occasionally, we have a burst of theory as academics and sophisticated planners engage their minds in a battle of wits. But all too often—and there are some distinguished exceptions—such books offer neither an adequate narrative of what actually happens, nor a convincing account of the complex relationships between educational policies and practices on the one hand and the social and political context on the other.

There is, then, room for more and for different books—and especially at a time when Britain moves closer to Europe and shows every sign of losing its traditional confidence in the excellence and uniqueness of its own educational system. Mr Newcombe does this in an account of what real life is like in a cluster of European schools, and his book whatever its faults is certainly more relevant. He used some nine weeks of sabbatical leave in 1973, spent in Germany in 1974 and by various holiday excursions, to visit a relatively small number of schools in West Germany.

The schools so chosen were, for the most part, of the primary or lower secondary type, and the approach to them was very much that of a well-experienced schoolmaster enjoying a rich, deserved

opportunity to observe and reflect. But it is not clear why these particular countries should have been chosen, although the Mediterranean climate and perhaps something to do with the initial choice for 1973, nor why schools for the younger age groups can be quite so conveniently separated off. There is a constant but unobtrusive fulfilment in comparing "Europe" (in terms of this, still somewhat with our contradictions within the theoretical group itself are for the most part ignored.

The unprejudiced reader is an unwell and sometimes provoking textbook and buildings, of school board contribute neither to a lively portrait of a particular place (in which Mr Newcombe would be rather good), nor in general one of much force or interest. Statements like "I will risk the majority of schools and the majority of teachers were doing a pretty good job" are unlikely to bring anyone leaping out of his chair. The direct questions which become explicit to the conclusion are frankly better than they are? If I were a child, would I rather go to school there or here?

Mr Newcombe does renege his own honourable doubts and argues sensibly that the European teachers successful in observed at work are more and general educational slippiness, conscientious in maintaining pupils' records and so on, and that some "efficiency" would do this country a great deal of good. Many will agree with him and more in 1977 than in 1973, which is comforting, while wishing that he had written a different kind of book. He would do best at concentrating on one place at a time, but if he really wants to generalize he should not chapter with a postscript which recalls with painful appositeness the recurrent blunders of the whole volume.

I was sorry to hear from a German teacher whom I recently met in Frankfurt that the problem of poor reading and writing is now on the increase in Germany. These things are, however, relative, and her standard of comparison is probably a very exacting one.

Among this week's contributors:

Harry Judge is director of department of education at Gertrud Schumann is a lecturer at the Southampton University centre.

Marten Shipman is chief research and statistics at Dr John Valery is professor of education at Bournemouth University.

Teaching English?
"What shall I do with my 4th Year?"

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Leaping the hurdles

Alan Gibbon on athletics

Athletics for Schools. By Dennis Watts and Bill Marlow. Pelham £3.95. 7207 0742 0.

Athletics for Student and Coach. By Ian Ward and Dennis Watts. Pelham £4.10. 7207 0881 8.

Successful Athletics. By Ron Clarke with Raeline Boyle. Pelham £3.50. 7207 0917 2.

Enjoying Gymnastics. Edited by Christopher Pich. Paddington Press £1.95. 8467 0141 3.

Because so many books on athletics and other sports try to accomplish too much, it is a pleasure to read two that are written for a clearly defined and limited market.

The first, *Athletics for Schools*, in which two experienced and well-respected national coaches collaborate, is aimed at teachers who have to take large groups of children with limited facilities at their disposal and who, above all, have too little time to become involved in technical detail. The authors concentrate on basic teaching and efficient organization of classes and the text is accompanied by some clear line drawings and well-chosen photographs. In a book intended

for teachers it was an excellent idea to include, as an appendix, the safety measures produced by the Schools' Consultative Committee of the Amateur Athletics Association.

The second book, in which Dennis Watts collaborates with Ian Ward, an exceptional coach and former national athlete, is primarily for the club coach. The authors also claim that it will be useful to "the student in College and University" though it is by no means clear why this group should be associated with club coaches for special treatment. Because the book is aimed at club coaches who are usually working with smaller groups of more talented and committed athletes, their teachers, the authors are able to introduce a wealth of technical detail about all the field and track events as well as some useful advice about training schedules and tests and measurements. It is a pity that in other hands, the sections on "being a gymnast" and "home exercises" are clear and simple and might have been expanded, while some of the excellent sequences of drawings could have been accompanied by more coaching hints. Despite its faults, this is a book that the capable coach or enthusiast will enjoy browsing through.

Unfortunately, unlike the other two athletics books, it is technically superficial and too often inaccurate. For example, it is quite unusual to talk about "strengthening hamstrings" and totally inappropriate in a book intended primarily for beginners, to devote so much space to the efficient technique of shortputting again, it is difficult to see what value two pages on weight training can be to anyone. This is a book to look at but not to take too seriously.

Enjoying Gymnastics is also a most attractive book, packed with 1,500 original drawings and some excellent photographs. Unfortunately, like the Clarke book, it tries to do too much. What possible justification can there be for devoting a section to ballroom dancing, ballet and diving in a book that is hard put to cover the whole range of gymnastics adequately? On the other hand, the sections on "being a gymnast" and "home exercises" are clear and simple and might have been expanded, while some of the excellent sequences of drawings could have been accompanied by more coaching hints. Despite its faults, this is a book that the capable coach or enthusiast will enjoy browsing through.

Successful Athletics by Ron Clarke and Raeline Boyle is graced with some quite superb line drawings and by fine action photographs.

Flounder in the mud

Sean Grace on rugby

Teaching Rugby to Boys. By Gordon Banks. Pelham £4.50 and £1.95. 7135 1944 4.

The Rugby Game. A Manual for Coaches and Players. By Jim Wallace. Kaye and Ward £3.95. 7182 1114 6.

Skiffel Rugby. By Ray Williams. Souvenir Press £4.00. 285 62233 1.

An Irish Rugby international of the early twenties sold of these three books: "It's a pity they weren't around when I was starting to play. They would have been a great help". In spite of the accumulated wisdom of the intervening years and the new emphasis on train-

ing, coaching, tactics and even strategy, much needless floundering in the mud could be avoided by few than the study of the basic principles; that is where books like these come in.

Of the three the most valuable to the young tyro and his amateurish, but enthusiastic mentor is the Gordon Banks offering. It is compact, down to earth, well organized and heavily leavened with the type of simple diagram which gives life and points to the text. And, although the rules of the game seem often to be loosely quoted, a commonsense attempt is made here to pin them down and set them out. At the price, the paperback edition is well worth the cost of the most hard-up uncle and a good many grubby young hounds.

A life on the ocean wave...

Nellie Ransom

Teaching Sailing. By Peter Rance. Bell £1.60. 7135 1946 0.

Small Boat Racing with the Champions. Edited by Bob Fisher, Borrie and Jenkins £6.00. 214 20215 1.

School camps and journeys are not as effective as sailing, says Peter Rance by way of introduction, and he reveals to children why they should be responsible, cooperative and resourceful while using their initiative constructively for the benefit of themselves and others. With increasing numbers of schools taking pupils to local sailing bases, *Teaching Sailing*, designed for primary and middle school staff, will be most useful as a handbook on the year's course which it describes in much detail.

Arranged in three sections and with no fewer than 26 appendices, the text details winter theory lessons, practical sailing sessions and finally an optional week-long sailing camp. The ideas advocated are not new but have the advantage of being together within one book, and the sequence of suggested individual lessons and sessions will provide a framework for many ideas.

What comes over strongly is that this book is written from experience whether it is in emphasizing that need for safety or in speaking of "coldest problems at camp. The contents and appendices could usefully have been indexed.

Eight special pages of reviews of children's books, pages 37-44.

Science and the sportsman

Anne Howarth

Exercise Physiology. By Vaughan Thomas. Granada £4.95. 258 9690 6.

This excellent text should be read by all students of physical education and associated subjects. Exercise physiology is fast becoming a subject in its own right and one man strives to continue to break sports records so research into the fluids of man's physical capabilities grows apace. It therefore seems fitting that this treatise is written by an author who was an international athlete and sportsman and who is now a scientist. The book reflects the practical sportsman in its approach to and emphasis on the importance of experimental work in the student's understanding of the subject.

The first chapter deals succinctly with the fundamentals of physi-

ology, taking the reader rapidly from sixth-form to undergraduate level. The bulk of the book is devoted to an ergonomics appraisal of nutrition, circulation, respiration and digestion and the effects of exercise on these functions. An interesting chapter for practising sportsmen considers the physiological and environmental adaptation of the sportsman to the special stresses imposed by sports training and performance.

It is a pity that there are so few illustrative diagrams but this disappointment is adequately compensated by the inclusion of excellent references accompanying each chapter. The comments at the end of each chapter are particularly helpful for further research projects, as indeed is the appendix which, rather than suggesting specific experiments, outlines a basic approach within which a range of experiments may be constructed.

Historically speaking

Sport in Britain: Its Origins and Development. By G. Morris. Stanley Paul £6.50. 09 124 960 0.

"For the world of sport, like our churches and universities, is rooted at the top. There is plenty that is healthy in the lower reaches. But not spreads downwards only too quickly."

"Perhaps a quick death and seemingly burial for an institution (the Olympic Games) which has outlived its usefulness is the best and kindest solution." These two quotations from Professor Morris's book, completed just before his death, are enough to demonstrate that this is no dull scientific history of sport. Indeed, it is at times positively vitriolic, particularly when it savages modern governing bodies of sport and their obsession with sponsorship. The occasional overstatements and generalizations do not, however,

flow too seriously as amusing, scholarly and altogether extremely readable book. One such book is worth a score of the recently published official history of the C.C.R. The origins of most popular sports are traced and Professor Morris is particularly strong on the period between 1860 and 1885 when the Victorians, in codifying so many games, laid the foundations of modern world sport. He is even able to quote his father as an authority for the development of the technique of hooking in Rugby.

Chapters on the Olympic Games, Sport and Broadcasting and Sport and Literature complete a book which should be compulsory reading for all sports administrators (not least the current Minister for Sport) who by their concern for the highest reaches of sport and particularly international sport, may have forgotten that if a game is worth playing it is worth playing badly. A. G.

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European materials made in Oxfordshire

K. L. GORDON and JOHN ROBARDS describe a curriculum development project

One of the fastest growing areas of curriculum innovation has been European studies in secondary schools. Unlike many other areas of study, there has been no national project to produce materials. Local developments have therefore assumed greater importance.

Between 1963 and 1970, a great deal of valuable work was done in putting the idea of European studies into systematic form. Groups of teachers worked under the guidance of an adviser with responsibility for developing strong personal links with areas of France and Germany.

Oxfordshire was the first area to produce detailed suggestions for a basic European studies syllabus. However, courses based round that syllabus did not emerge in any great number until the development of an L.E.A. resource-based approach.

European studies is difficult to define. For secondary schools it can be described as "studying a variety of aspects of European countries, with or without a language element". No texts exist for a course of such breadth (with the possible exception of the Oxford geography project) often involving three or four disciplines. European studies teaching must, therefore, be resource-based, using a variety of media as second-hand evidence. Many courses have been criticized for their lack of depth and perhaps each weakness is due to the lack of support for teachers.

What is meant by resources? The administrator may define them as cash, people, and organizations. To many the term summons up pictures of expensive equipment and technicians which in the present economic climate are increasingly difficult to justify. We believe that a more simple collection of aids, with support from the L.E.A., can largely solve the problems of innovation in European studies and other curriculum areas. This double programme is the basis of curriculum development in Oxfordshire.

Teachers of European studies are often isolated from colleagues, and need support and encouragement. They can be greatly helped by an adviser or teachers' centre leader. Too often teachers' centres have been regarded as places which teachers must visit to obtain help or attend a course. Working in a rural area, our centre provides a base for the leader who makes personal contacts in the schools, visiting teachers to inform them of what is available elsewhere or what can be added to the school's own resources. He can bring them together to exchange ideas and opinions. Knowledge of resource collections and methodology of use is often the greatest need.

A key task of the leader or adviser is to help teachers who are dissatisfied with their present courses to develop new ones more relevant to pupils' needs, congruent with their

own styles, and feasible within the structure and organization of their schools. The structural packs or kits of materials for national curriculum projects seldom fit a school exactly, and are often rejected, or so altered that they are scarcely recognizable.

Changes of teaching style implicit in the materials are also not ignored. Local curriculum development can benefit from the diversity of views in individual schools. Where the leader and the teacher form a partnership in producing materials, a course which suits individual situations and needs can be developed. If this happens several times, the schools in the L.E.A. have access to a much wider collection of experiences and resources than a national project can supply.

Before the production of materials can be considered by a teacher working with the curriculum leader, numerical assistance is usually needed. This is why a collection of unstructured resource material is held in teachers' centres, which can be loaned to schools in the initial stages of the course. With this basis teachers are in a much better position to begin the task of building resources in their own schools. Once they have made a collection of background books, and perhaps filmstrips and tapes, assignment sheets, work-cards and information booklets can be produced to

fit the collection. The resource collection process is in three stages: initial loan, school collection and production.

Resource production is perhaps the hardest task for an individual teacher. The teachers' centre, as a support agency, can help with making materials to as high a standard as possible. Although some schools have printing machines, many do not, and the processes of layout, design and typesetting resources can be very discouraging. It may be more valuable to produce materials centrally for the whole county, but the L.E.A. still tries to support the single school wherever possible.

In addition to the printed resource European studies demands other audio-visual media, which need be neither expensive nor inaccessible to the pupil.

A central resource collection held in teachers' centres may also save some of the dwindling capital allowance. Oxfordshire has a policy of purchasing for loan the scarcer and more expensive items. For the more popular audio-visual materials, type copies may be purchased, and this is far cheaper than 30 schools each buying the same item and using it perhaps only once a year.

This scheme often makes teachers aware of resources which they might never have seen. With the help of teacher feedback we are often

better equipped to advise, and teachers have become eager to produce their own, or copying by the L.E.A. or other schools.

This process of curricular development is called "curriculum evolution" (Curriculum Evaluation, 1976), a term which implies the use of simple tools, a "low level" technology, rather than the more sophisticated, "high level" technology. These limited changes take place as the teacher, better still, producer, of materials. A recent European studies course, Oxfordshire studies course, has interesting comments on "a method closely linked to material available. As well as a few suitable exceptions such as the ILLIA and Herfordshire.

Now the Association of Computer Units in Colleges of Higher Education (ACUCHE) is setting up research projects into computer usage and provision in the non-university sectors of education. Derek McIlhenny, head of the Computer Centre at North Staffordshire Polytechnic, is leading the study into schools and colleges. He will no doubt be reminded by the technical colleges of the Prime Minister's call for greater emphasis on the wealth producing industries. The study into the needs of polytechnics will be led by Dorothy Nelson, director of the Computer Unit at Hatfield Polytechnic.

The school and college study will examine what resources are needed

Computer studies and a new look at usage

PAUL MCGEE reports on research into facilities

During the last 10 years the Computer Board for Universities and Research Councils has received about £60m while all other educational institutions, including polytechnics, schools and colleges, have only received about £15m.

Universities operate a common strategy for the purchase and provision of computer facilities and they have procedures for assessing the merits of claims from competing universities. Other areas of education, which are usually locally funded and have no such common strategy, have fared less well with a few notable exceptions such as the ILLIA and Herfordshire.

Now the Association of Computer Units in Colleges of Higher Education (ACUCHE) is setting up research projects into computer usage and provision in the non-university sectors of education. Derek McIlhenny, head of the Computer Centre at North Staffordshire Polytechnic, is leading the study into schools and colleges. He will no doubt be reminded by the technical colleges of the Prime Minister's call for greater emphasis on the wealth producing industries. The study into the needs of polytechnics will be led by Dorothy Nelson, director of the Computer Unit at Hatfield Polytechnic.

The school and college study will examine what resources are needed

by curricular developments in computer studies and in other subjects such as geography, economics and the sciences. Neither study will attempt to see if these developments are intrinsically valuable. It will be assumed that the people actually using them are the best judges of their worth. The reports will hopefully be able to give anyone considering such curricular developments a clearer idea of what computer power will be necessary.

Computer resources include not only machinery but also the programmes and the people needed to run and support them. The school and college study will have to look at the relative merits of the provision of educational computer centres and the use of local authority computer.

It will also look at the batch systems, where work is sent to a centre to be processed, and on-line systems where the users have terminals in their own institutions. From the report, authorities should be able to see how what they are providing matches up with what is thought necessary and those authorities who have no provision at all should be able to see what they should do.

The studies will be carried out during 1977 under the guidance of a steering committee formed from ACUCHE and the DES, who are funding the programme. The reports are expected early in 1978.

Getting the measure of surveying

by W. Schofield

Methods of measurement of length and their application to surveying instruments.

Obtainable from Dr A. G. Betjemann, Media Services Unit, University of Lancaster, LA1 4YW, at £10 each or £35 for the set of four.

This series of four tape/slide programmes has been produced by Mr A. N. Crossley, of the department of engineering, University of Lancaster. The programmes are called "Scales", "Reading the Scale", "Direct Measurements" and "Indirect Measurements" and each runs for about 25 minutes. Parts I, II and III can all be loaded direct into a Kodak carousel at one time, with space to permit tape changeover.

There is no denying the excellence of the whole series, which obviously took a great many man hours to produce. This is evidenced by the great amount of information relayed very succinctly.

Part I deals with the need for a standard in measurement and with

the on-site and scientific methods of standardization. Simple and lucid methods of illustrating the various factors affecting accuracy are used to great effect. Part II deals with the relationship of calibration in the initial accuracy of measurement, including the calibration of theodolite scales and the subsequent effect on the resolution of angle readings. Both programmes could be usefully shown in students of mechanical and production engineering in their study of metrology.

Parts III and IV relate purely to surveying. Part III covers direct measurement by tape, chain, steel band, both on the flat and in cutaway, and electro-magnetic techniques. The diagram illustrating cutaway could be improved by showing the catenary curve maintained over the measuring leads to the pulleys.

The theory of EDM is covered thoroughly and because of this is subject to criticism. A tape/slide lecture is rapid, succinct and highly committal in its delivery, thus the thorough coverage of this principle of wave propagation and phase

comparison cannot be fully absorbed and appreciated by the student user. A much shorter and simplified approach is needed.

Part IV illustrates the principles of indirect measurement, the value of instrument calibration and even a brief and elementary method of the use of error analysis as an aid to pre-survey planning. It deals also with the principles and use of all the optical distance measurement instruments and techniques. In this instance, a field introduction to the equipment is a necessary prerequisite to this section of the programme.

Finally, while the excellence of this production is beyond question it is very general in its approach, and so one questions its worth to the user. Can one afford the time from the very crowded curricula of most engineering students to show these programmes, knowing that most of the information will need to be repeated and amplified in formal lectures? However, this may be more a criticism of the over-coaching of engineering rather than the tape/slide lecture as a media for imparting knowledge.

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Illustration from 'Life in Africa'

Struggle for survival

by Jim Anthony

Life in Africa. By Vivian Russell. Jackdaw, Jonathan Cape, 30 Bedford Square London, W.C.1. 11.95. ISBN 0 305 62115 7.

The first Jackdaws cost ten shillings each, if memory serves, and were received with delight by startled educational consumers as something original for the jaded palates of history classes. History and geography know their places in these days and were taught as separate subjects.

Who will find this new Jackdaw useful? It is most suitable for the 10 to 14 age range. Practical experiment with children at the lower end of this range produced useful project work with an appreciation of the anarchy of the continent and its problems.

Africa, the second largest continent, squats astride the Equator and has an immense range of climate and vegetation types, not to mention wildlife. In the limited scope and format of the Jackdaw—and this one with broadsheets, photos and "documents" is in the usual style—one cannot expect anything more than a brief mention of the main interacting forces of man, the land, climate, the struggle to survive and modern life.

Life in Africa is from Jackdaw's American stable, but apart from the occasional spilling differences there is little to replicate the United Nations, and in particular UNICEF, is emphasized. The contents give a competent, but un-

inspired range of broader factual information on age, school, health, and a replica of a newly young Kenyan.

A wall-sheet on food by the most interesting of a main preoccupation for a majority of Africans in this century will be of some value.

The picture of life in the Volta republic scrubbing a drought-stricken field to eat had a profound effect on a class of English boys of similar age, particularly with just completed a survey of much protein they had in each week.

To find out how the lives and eat there are a couple of staple African foods, full of starch, protein and fat, and in the process of work at bay. Children set some up themselves to get some.

This is one of the most and responsible enough material to cover the metres of wall, and in the enough food for those who keep the most serious going for weeks on end, and their generation will have coming in terms with the and the needs of the 21st in the circumstances of a little "make some sense" irrelevant.

Holidays in Britain

by Keith Stapylton

Tourism by Veronica Ellis. Geography work cards: Cambridge University Press, 200 Euston Rd, London NW1. £2.10.

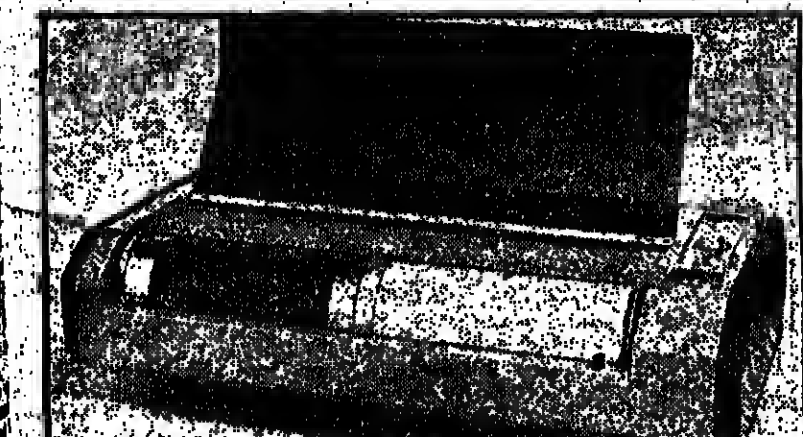
These 20 cards have been designed to supplement thematic approaches to a study of the British Isles. The same author has produced a companion set on transport. They are for use with the lower years in a secondary school and it is assumed that textbooks and class work will exist alongside. The aim has been to cover new concepts, and to develop manual skills and personal involvement. Little equipment is needed beyond common items such as a dictionary and mathematical instruments.

Three of the cards are for less able children and three for the more able, although this grading is not related to their number order. They are printed and laminated on both sides and have a good mixture of written instructions and information, maps, photographs and diagrams.

One side generally contains information and the other tasks. These tasks are quite varied—surveying where people have been on holiday, looking at national parks, studying the origin of holidays and so on. There are some points to dispute: for instance, is it really agreed Wales is a "most urbanized" country? One would hope such nigglers would lead to worthwhile discussion.

The three cards for less able children are rather disappointing. One would have hoped for stimulating tasks set in a simple manner but these are simple tasks set in a fairly complicated way.

Although it is suggested that children would work on the cards in pairs, so that only one set need be bought, one would hope that there would be enough sets for a choice to be available, and that there would be opportunities for all the children to see and discuss each other's work. Otherwise, a relative progress by each child through the set with work seen only by the teacher, gives the cards no advantage over textbook work—an advantage they deserve.



Concord Reprographics have introduced an electronic duplicator stencil cutter which has three settings for different types of original, thus eliminating the need for manual adjustment. The Galken GOM-708D has a maximum scanning area of 260mm x 340mm. It cuts each stencil in about five minutes, and costs about £700 including educational reduction. Information about the stencil cutter and other items in the Concord range can be obtained from the Information Officer, Concord Reprographics, 16-22 Curdell Road, Luton, Bedfordshire.

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- COVENTRY**
Tuesday 8 March, Wednesday 9 March
Coventry Technical College, Butts, Coventry.
Exhibition 12.00 Noon—6.00 p.m. Lecture 7.30 p.m.
- LANCASTER**
Tuesday 15 March, Wednesday 16 March
The Duke's Playhouse, Moot Lane, Lancaster.
Exhibition 12.00 Noon—6.00 p.m. Lecture (March 15 only) 7.30 p.m.
- SHEFFIELD**
Tuesday 22 March, Wednesday 23 March
University Drama Studio, The University of Sheffield, Glossop Road, (corner Shearwood Road) Sheffield.
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- BIRMINGHAM**
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- OXFORD**
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The *Times* Shakespeare Cassettes, *Macbeth*, Henry V, *Julius Caesar*, *Twelfth Night* Romeo and Juliet, *Times* Newspapers Ltd, 32 Whitehall Road, London W1 7SD. £4.95 each.

Free of the technical limitations of the theatre and of the heavy-handed realism of television and film, cassette recordings allow the mind to construct its own images. Where the imagination is master, a cassette will lead hold the vast fields of France. And not to forget those cassettes, sound is so much cheaper than the other media.

It is hard to bring together performances of the whole canon of Shakespeare's plays on *The Times* Shakespeare Cassettes. Beginning with five of the most popular, they intend to produce one-hour stereo recordings of the thirty-seven plays and a selection of the most famous scenes. Some of the possibilities of sound are exploited most felicitously, as in *Macbeth* and *Julius Caesar*, where the sound of the sword clashing and the shouting of the army is so convincing, a cassette can be used for a dramatic effect which is hard to achieve on stage. The sound is so much clearer than the other media.

More important than the structuring of the material is the directorial approach. Leigh Crutchley, who provides the cassettes for the plays, states that the directors make no attempt to impose personal protechniques (sic) but use the words and the music to convey what they believe to be the meaning of the play. But this apparently laudable attempt to let the play speak for itself can be a route to what Peter Brook calls "deadly theatre".

of source material in bridge scenes, as with *Holiness's Chronicles in Alcester*.

Sometimes the compressed reading (as in *Julius Caesar*) seems rushed and a little confused, and there are moments when the orator is obscure unless one is familiar with the text (is it clear on tape that Olivia's repeated question "What is your partridge?" is posed after Viola has departed?). It is also disappointing to find that some of the cassettes have been developed to critical commentaries which range from the moderately informative to the downright banal, as in the references to *Macbeth* in *Henry V*. These could have been supplied as printed material.

While the decision to make Shakespeare's plays available on cassette may be applauded, it will become a little more imaginative to bring the texts to life, but only confirm the belief of many schoolchildren that the Bard is well and truly dead.



Miniature life cycles

by M. J. Ostrynska

Looking at insects, by Gordon E. Shumans. Colour filmstrip, open reel or cassette tape, teachers notes. Double frame 16mm, Single frame 8mm. Educational Productions Ltd, Bradford Road, East Ardsley, Wakefield, West Yorkshire.

The filmstrip is an excellent introduction to the life cycle of insects. It is suitable for use in primary and secondary schools. The filmstrip is divided into six sections, each dealing with a different stage of the life cycle. The sections are: 1. The egg, 2. The larva, 3. The pupa, 4. The adult, 5. The death, and 6. The reproduction. The filmstrip is accompanied by a set of notes which provide a detailed account of the life cycle of insects. The notes are written in a clear and concise style, and are suitable for use in the classroom. The filmstrip is a valuable resource for teachers and students alike.



Charlie's story

Gilvray Adamson

Children from happy families do not need much more than the family can give in the way of social and intellectual development before the age of five. But there are children, especially those in overcrowded inner urban areas, particularly from immigrant families whose parents have a limited knowledge of English, who need some form of supplementary education. This should be formal education rather than rote learning or unstructured play. And it can have striking effects even after deprivation.

Charlie was a child of West Indian stock born in this country. When he started school he appeared slow to obey instructions, ran about

the classroom vaguely, did not concentrate on playing with figures or dolls like other children did, and was easily distracted. His speech was inarticulate and immature. When tested he got no score for a triple order, no score for copying a square, he did not know any of the primary colours, failed to understand about copying a mosaic and did not repeat a sentence. He was unable to recognise any words, even his own name. He could, however, count a few pennies.

He was reported by his class teacher to be inadequately toilet trained, he was unable to put on his outdoor clothes without help and he rarely used a handkerchief. The teacher said that when she addressed him he paid no attention to her, though he usually obeyed her after a time. He talked to her in a low, monotone, and as much as the rest of her class did, he did not play with other children, and never helped them. She said he seemed "completely unaware of other children, often sat or talked at them to himself."

I visited the home and noted: "Mrs C is a cheerful happy-go-lucky Jamaican girl with two small children younger than Charlie. She seems moderately intelligent within narrow limits. She says she does not like to be in the home for more than a few hours at a time. She likes to go out to work because of the company and because of the money. There were few possessions in the house but moderately good condition. No coal in the grate in what appeared to be the living room. Nothing but chairs, sofa and carpet on the floor. A square of wearing a good smart coat, and the children were well dressed. She works every day at the local hospital as a domestic. Her vocabulary is quite extensive, presumably because of her working outside the home (Jamaican women who stay at home as childminders seem to be less articulate). She understood all

the questions without repetition. She said she talks to Charlie and he appears not to hear. She thought he really heard because he answered later or repeated what she said after her. He just doesn't seem to pay attention."

At the time of the interview the children's mother was then to be at 4.30 pm, and left for work at the hospital. In school holidays she left them with any of a number of "friends": they did not take regular payment, but she gave them "something". There were no books or toys for the children, but she said Charlie often sat for hours watching television. As playthings he had five or six sticks. Charlie had had four huries by the time he was five. His mother said she would have worked more hours if she could have had the children looked after more.

I returned to the area four years later, to carry out a follow-up study of certain children. I again gave them a vocabulary test myself, and

other tests were given by their teachers. Although Charlie's score on the vocabulary test was still low, he scored much higher on the tests in general. In reading he ranked ninth with a reading age of nine years eight months (chronological age nine years six months). The average reading age for the group was eight years five months. This score for a child made was no so good, but there were 10 children who scored lower. His score on the teacher's evaluation form was low, but not abysmally so.

Charlie was still slow to visit school. He might have been considered mentally handicapped or slow, or even deaf. At the time of the study he had been in the school for two years, and he had learned to adjust to school life and life in general.

His slow reaction to what was said or asked of him remained, and so did the mental which had been in his school experiences, and he had learned to adjust to school life and life in general.

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Is the deprivation suffered by many inner-city children reversible?

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Gilvray Adamson is a consultant sociologist.

A diverse range of form

by John Barker

Introduction to the Fungi. Set of fifty-four 35mm colour slides, card mounted, with teaching notes. £19.98. A shorter set of 20 slides, £7.40. Philip Morris Biological Ltd, Oldmixon, Weston-super-Mare, Avon.



The fungi are a fascinating group of organisms to study: they provide such a large and diverse range of form. This set of slides covers all the major groups of fungi, beginning with a slide of *Aspergillus*, a myxomycete, to *Phycomycetes*, the *Ascomycetes*, *Lichens*, *Basidiomycetes* and ending with the *Deuteromycetes* (*Fungi Imperfecti*).

Emphasis has been given to illustrating microscopic types and ones fairly common in the environment. A number of economically important fungi are illustrated, including *Aspergillus*, *Neurospora* and *Penicillium*. The standard of photography is good. Some slides such as that showing the young sporangium of *Dicellastrum* and the one of *Aspergillus* are particularly fine. The set ends with a superb picture of a *Cytophora* spore tending on a larch tree.

Only two slides do not really do themselves justice. The one of a species of *Penicillium* does not show the full extent of typical *Aspergillus* and the other, *Penicillium*, needs a higher magnification to show more detail. The notes by Dr S. T. Buczacki

provide a good description of the fungi with relevant background information. The summary of slides at the back of the booklet contains diagrams for slides which might otherwise be difficult to interpret.

The booklet would have benefited from better proof reading, the copy-reversed and the magnifications in some slides have been omitted, but generally this is a very useful set for almost any course on fungi.

Rich sounds

by Hilary Lay

Cassio Melodica 26, soprano, £18.05. Cassio Melodica 27, alto, £19.15. Cassio Melodica 28, tenor, £19.15. M. Hain Ltd, 39-43 Colindale Avenue, London N5 2NR.

Holner have introduced two new models to their existing piano key melodic range. The soprano and alto cassio melodica and a new dimension in the instruments.

The soprano or sound chamber, beneath the keys, gives a windwood tone and when the melodic is played like a flute the sound chamber acts as a bass. The same rich sound can be produced by resting the melodic on the player's lap.

Like previous models the cassio instruments can be played in two ways. Using the small mouthpiece with the left hand holding the melodic and the right hand the left hand to work the keys. Since the instrument is light and easy to handle even quite small children can play it.

An alternative mouthpiece, a long flexible tube, can be bought separately. These accessories have several advantages. The tube fits into the same opening as the small mouthpiece, mentioned above, and is held in the player's left hand. The melodic is introduced to the keyboard instrument.

The full rounded tone can be regulated by breath pressure. A light touch gives a staccato effect which rounds off with sustained unbroken phrasing, while dynamic variation and phrasing are governed by breath control. These are valuable elements in introducing woodwind techniques.

As a melodic instrument doubling accompaniment, a solo instrument or part of an ensemble, the cassio melodica opens possibilities in the classroom and the wider educational field. In situations where a piano would be impracticable, particularly valuable in the middle school, the melodic should generate enthusiasm among those with no special musical talent, and introduction to traditional keyboard instruments may also be used for the more advanced. The keyboard instrument may also be used for the study of breath and the combination may help certain children with coordination problems.

Climatic conditions

by B. S. Roberson

Our Climate and Weather by Alan Dunlop. Single frame 16mm. Double frame 8mm plus VAT. Educational Productions Ltd, Bradford Road, East Ardsley, Wakefield, West Yorkshire.

This unit consists of a filmstrip of 23 frames, a cassette tape, and a small booklet for teachers' notes, which has a handy summary of the essential content.

There is a brief opening on world climate and air circulation followed by six frames about weather recording instruments. The remaining frames are mostly on rainfall and the conventional Bjerknes diagrams. The studio drawn frames are clear and the material well simplified.

The soundtrack is part of a middle school science series but most of this content tends to fall within the geography timetable. This is a very good introduction to the relationship of climate to weather in an extremely difficult

concept and the strip does a very good job of conveying weather only. Climate is defined from studying weather. Generalization about climate can last, not first.

The general level is high, but perhaps not high enough for the experienced teacher. The diagrams are clear and the summary of the essential content is good. The soundtrack is part of a middle school science series but most of this content tends to fall within the geography timetable. This is a very good introduction to the relationship of climate to weather in an extremely difficult

Schemes for traditional craftsmen



The DES has published an illustrated booklet, *New Directions in the Crafts*, which shows a variety of craftsmen at work using traditional skills which they have adapted for their own uses.

The Crafts Advisory Centre offers bursaries to enable craftsmen to pursue specific projects and to group exhibitions and seminars to encourage publications and films to encourage the setting up of craft centres and of craft collections in regional museums. The DES booklet also gives a list of the organizations which can provide details of bursaries in different parts of the country.

The toy bride and groom illustrated here were made by the West Country artist, Sam Smith, whose enigmatic wood "sculptures" have a long history.

Free copies available from: DES, 38 Belgrave Square, London W1.

Uncle Sam at the Polytechnic

An American Studies Resources Centre has been established at the Polytechnic of Central London with the aid of a grant from the United States Government. The centre will be open during term time on Tuesdays, Wednesdays and Saturdays. It provides handouts and up-to-date information on such subjects as "The Growth of Cities", "The Plantation System", as well as video and audio tape interviews.

There are also exhibitions. These include "The American Press as History 1917-1918" supplied blow-up cartoons, press commentary, and a political history of the years in the United States.

Further information can be obtained from "Christopher" Brown, American Studies Resources Centre, Polytechnic of Central London, Regent Street, London W1R 2AL.

Whole-class English

Peter King

Chris Woodhead's case for abandoning the class teaching of literature is well known. He argues that the class should not be a mechanism for the transmission of a fixed body of knowledge, but a means of exploring the range of possible responses to a text. He argues that the class should be a means of exploring the range of possible responses to a text.

It is because I feel there are good reasons for continuing the class study of literature that I would not countenance mixed-ability classes in the fourth and fifth years. I dispute that it inevitably follows that "passivity" is encouraged by class teaching of one book, and that this "mitigates against an intelligent enthusiasm for literature." This will depend on the calibre of staff, their experience, knowledge and enthusiasm, the variety of approaches employed, and their assumptions about teaching of literature.

Assuming one regards CSE as a two-year course, surely it is possible to achieve a balance between the study of specific texts and a class study of specific texts and a class study of specific texts.

Such class study, especially of prose, may not match the range of more individual reading schemes. But many pupils enjoy the detailed study of particular books along the lines I have outlined, and regret that examination pressures have often exhort them to pursue the wider range of reading suggested on departmental reading lists.

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Headmaster fellows

K. G. Collier

One of the problems of teacher-education is the mutual understanding between the institutions that provide professional preparation and schools that receive young teachers. Contacts between university or college tutors and school

heads or teachers are numerous in the ordinary business of school practice, but they tend to be fleeting and superficial. Working in collaboration is more effective, but more difficult to organize. The scheme described here may be of interest to colleges, polytechnics, I.E.S.s and teachers' associations concerned with school-based experience, such as those of college staff with school teacher-tutors, and of the college's consultative committee under the leadership of the teachers' associations.

Living in the college appears to have been greatly appreciated for the close involvement with staff and students. In one case a college flat was available and the head was asked to join the college as a resident member of staff, doing some college teaching and feeding into college debate the grassroots experience of a head of long standing. In return he received board residence for the term, the opportunity to attend back from his routine, to visit other schools, and re-examine his own work.

The head's teaching contribution has been largely within the education department. He has attended lectures in psychology, sociology and so on, and has participated in seminars on the material of the lectures. He has sometimes offered a curriculum course for three-year students and supervised a small number for their long essay.

In addition he has shared in the supervision of students on block practice in schools, and sometimes in running a group practice in a school. Apart from general comment on this aspect of the work, one head remarks that "being involved with students on teaching practice and seeing the problems from their point of view and from that of the college was a valuable experience. The students would have appreciated more help from the teaching staff."

The head attended the regular departmental meetings of the education department. One Head of Education commented: "The difficult thing to measure is the value of having an experienced teacher participating in and commenting on our work, and taking part in our deliberations as a department. This to me has been the more important aspect, although I do not have done this effectively, of course, without being involved in our teaching programme."

"My colleagues share with me the opinion that this form of contact has been extremely valuable. It has been able to speak to us about many practical aspects of education." One of the head's writes: "At the request of the head

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Reform—or illiteracy?

by Mark O'Connor

The English-speaking countries have largely accepted the need for metric and decimal reforms; but they remain oddly indifferent to the much more urgent issue of spelling reform.

All other major European languages have now accepted the commonsense principle that as a language changes during the centuries it becomes necessary from time to time to update its spelling. English's close relations, Dutch, German, and the Scandinavian trio, have all introduced spelling reforms in the past 100 years.

Even the highly conservative French have updated well over a quarter of their spellings since the period when English was last reformed, as well as introducing a system of accents to distinguish the vowels. Other countries which have introduced spelling reforms this century include Finland, Turkey, Holland, Korea, China, Indonesia, Russia, and the Portuguese-speaking nations.

The social and financial costs of continuing to represent the English of the twentieth century essentially according to the pronunciation of the mid-seventeenth are immense; so far, the savings involved in metric and decimal reforms are negligible in comparison. Yet, during the last 300 years, reform proposals in English have often come to nothing, and a present-day reformer may well seem—and indeed often feels—only a step removed from a flat-earth man.

It is not, of course, that English is somehow fundamentally different from all other languages. Recent completion of the first history of conservative educationalists, there is little doubt that English spelling is responsible. As Tom Crabtree pointed out in his article "Dyslexia Goodbye" (New Society, Jan 1, 1976), the common alternative pseudomedical explanation of illiteracy (or "dyslexia", "word-blindness") are highly suspect, if not simply dishonest.

When the seventeenth-century printers standardized for their own convenience the

loosely phonetic spellings of the Shakespearean period, they did not know that they were putting English spelling into a straitjacket from which it could not subsequently escape. Yet the lack of any authoritative body to review this authoritative spelling (once established) led to its falling rapidly out of date. As the living language altered, spelling became fossilized and increasingly inappropriate.

The present spelling is not, as some of its defenders have naïvely believed, "an etymological system". (If it were, words like *heef, boss, jaw, or blue* would be spelled *hoef, boos, jow, and blu*.) Ours is essentially an out-of-date phonetic system. As such it has become an immense barrier to literacy. One recent study showed that even a computer given 203 rules for spelling could predict only 26 per cent of the words which second form students are expected to spell correctly.

There are, for instance, no fewer than 30 ways of spelling the simple sound *ee*, as in *feet, please, sea, Chinese boys, fleet, cheese*, etc. Even if a schoolchild can comprehend all of these variants, only one of them is correct in any given English word. For the loss of bright child, who may be just catching on that *ee+z=eez*, this is impossible—the simply gives up. And even the gifted child, under this provocation, may well reject books for more "sensible" media like television.

Up to 15 per cent of English-speaking children are commonly estimated to suffer from so-called specific learning difficulties with reading; yet elsewhere the figures hover around 1 per cent. Despite the equivocal claims of conservative educationalists, there is little doubt that English spelling is responsible. As Tom Crabtree pointed out in his article "Dyslexia Goodbye" (New Society, Jan 1, 1976), the common alternative pseudomedical explanation of illiteracy (or "dyslexia", "word-blindness") are highly suspect, if not simply dishonest.

In addition, as the philologist Grimm

pointed out, the "antiquated orthography" of English is an insufferable clog upon its prospects as a world language—especially at a time when such a language is vital to technology, commerce and the prospects of world peace and understanding.

Unfortunately, the very perversity of traditional spelling breeds a paradoxical attachment. The lifelong habit of attention and the years of discipline and self-discipline required to master the present spelling create in most literate adults a strong prejudice against "incorrect" or "simplified" spellings, which they come to associate with illiteracy or stupidity.

The common mistake of the early twentieth-century reformers was to underestimate the strength of this prejudice. Instead of finding ways around it, they frequently advocated reforms so radical that even the books in which they were proposed had to be printed in conventional spelling in order to reach the public.

It was not until 1969 that Harry Lindgren, a British mathematician and linguist who now lives in Australia, published his book *Spelling Reform: A New Approach* a carefully thought-out proposal which promises total reform of English spelling, via a series of easy stages, without major casts or appreciable disturbance of people's established reading habits.

Through the magazine *Spelling Action* (available from 40 McKinley Street, Canberra 2604) his proposal has been widely popularized, especially within Australia, where its supporters include Nobel prize-winners, prominent politicians and academics, and also the Australian Teachers Federation, which has passed a resolution approving the use of Lindgren's first stage, "Spelling Reform One" or "SR1", as an alternative spelling in all Australian schools.

English words are composed of some 40 basic phonemes. Lindgren's initial proposal, SR1, is the use of the letter E for the clear,

short-E sound as in *bet* or *get* in all English words; e.g. *em, met, pet, bed, bed, bed, bed, spread, tree, etc.* (Purists may be interested to note that Milton, one of the last great English authors to resist the seventeenth-century standardization, was already using most of these forms.) The SR1 rule affects on average one word in 150.

Yet SR1 could lead within a few decades to a far more complete and theoretically ideal reformed spelling than earlier reformers dared to propose. Once the E-reform was internationally accepted, Lindgren argues, people could see for themselves that the common objection to reformed spelling as invalid in English as they are in other languages. It would then (not earlier) be time to set up an international committee to arrange for the introduction of a series of similar slight changes (SR2, SR3, etc.) as the very minimum rate of one or two year reform is completed.

The benefits of such step-by-step reform would appear surprisingly early. For instance, a mere four such annual reforms, after SR1 could make the short vowels A, E, I, O, and U as regularly spelt in all English words as they are today in *hat, her, hot, hot and but*—unmeasurable advantages.

It is too early to say whether SR1 is a movement whose time has come, his best prospects lie in the fact that even conservative educationalists are beginning to admit that the choice for English countries lies between spelling reform and ever-increasing illiteracy. If this becomes publicly recognized, parents' concern may well force the schools to introduce reformed spellings.

Meanwhile, there is a possibility which even the strongest opponents of reform may care to ponder. Imagine that all reform proposals fail, and continue to fail for the next three centuries; so that the English of 2250, is still being written essentially according to the pronunciation of AD 1650 or earlier. If so, one prediction is safe: no one but whiflars will be using it.

The drawbacks of i.t.a.

by Cedric Cullingford

In its own cautious way, the Bullock report approves of the initial teaching alphabet and suggests that those who favour it should be given every support. This approval reflects the general welcome I.T.A. has received.

But the Bullock committee not only approves of it, it allows itself a side-swipe at those who look at it in any other way than pragmatically, with a view to its adoption in the classroom. "We hope the teachers", will make their own objective assessment of the various arguments for and against and not accept the tendentious statements that are still made by some of its advocates and opponents."

It is difficult to understand what the committee means by "objective" when it passes no evidence itself. When it talks of "examining I.T.A. on its merits" it does not, in fact, mean its merits, but on whether it happens to work or not. This is like encouraging disillusioned teachers to give it up even if the reasons are the lack of supporting materials rather than the faults or virtues of the method itself.

Virtually all the discussion about I.T.A. has been at a purely pragmatic level. Research studies concentrate on basic comparisons of results between one method and another in so far as they enable children to learn to read faster or not. Many of these findings are reflections of the opinions of teachers, inspectors, parents and members of school committees. The "tendentious statements" arise because there are few objective arguments about the theory and design of I.T.A. To some extent this is because I.T.A. is itself based on pragmatic principles, a simple answer to a supposedly simple problem. It seems to have been asked, for granted, that if you accept that English orthography is complex then you should accept the premises of I.T.A.

One of the results of all this pragmatism seems to be that more schools are thinking of dropping the experiment. The only successful results might have been achieved by the enthusiasm of teachers using a new method for the first time. And at least they were using a real method; the early comparison tended to be made between I.T.A. and other illudged traditional methods, based on no particular theory or understanding.



Penelope Lively outside Duck End, her Oxfordshire home.

Any structured method is better than none. Some of the same teachers have, however, lost their initial enthusiasm. "Others have found it possible to create a structured system more sensibly and more successfully than I.T.A. It is time we looked at some of the attitudes expressed in I.T.A., in case the disappointing successes are signs of a failure in the method itself rather than signs of a failure in "pragmatic" teachers. If I.T.A. is abandoned it will not be purely for pragmatic reasons.

The root cause of the dissatisfaction with I.T.A. does not lie in the lack of background reading materials, the lack of library books, the paucity of help at home or, indeed, the

difficulty of transferring from I.T.A. to traditional orthography. The basic dissatisfaction arises out of the nature of I.T.A. itself and its implied attitude towards the child and the educational thinking with which it attempts to overcome the split between home and school. I.T.A. creates an immediate contrast between the kind of learning that takes place at school and the kinds of visual experience a child has outside school.

Learning to read (and school) is seen as a process through which you go in order to achieve a certain standard which fits you for normal experience. This technique has a

specific purpose; it is not associated with continuing growth for a language for life. For it suddenly comes to an end. There are constant reminders that the language and spelling of schools are not that of the world, and that the rules of school are more fixed and certain. No wonder, therefore, that a child who has followed I.T.A. closely finds the reversion to traditional orthography very difficult.

But the main limitations of I.T.A. are even more "objective". As a reading scheme it obscures some of the basic rules of our language. In its concern with simple sound-shape values it ignores the morphology on which English is based. It replaces sound-values for the spelling of words which rest the stems from which they derive. At the same time I.T.A. oversimplifies the teaching of phonemes; it breaks the particular tension between different sound values under the same general letter.

Recent research has shown how accurate and subtle is a child's hearing; he has, therefore, difficulties in understanding the convention of sounds that we call phonemes. Phonological rules are not as rigid or exact as I.T.A. might imply: in fact I.T.A. not only causes embarrassment by laying down definite pronunciations which cannot cover different occasions, but also muddles the acceptance of phonemic sound values. If very rigidly prevents learning of the kind needed in reading normal material.

As a result of this I.T.A. causes difficulties in spelling. It is nowadays, it seems, more difficult than ever for children to learn how to spell, because they listen to much more than they read. Between the television and the radio children listen to names and words they try to spell phonetically, and many spelling difficulties arise because they do not see, or if they see do not understand, the basis of the way a word is spelled. I.T.A. does nothing to help. It uses simple sight/sound relationships which encourages children to oversimplify their spelling. Our language is an arbitrary unit of which I.T.A. uses sound values, obscures the principles of morphology and phonology in which English is based.

The dissatisfaction teachers have felt has arisen because they need a means of teaching reading which is not only structured and relevant to the whole language development of the child. I.T.A. is an interesting and worthwhile experiment which has the merit of being a definite method of teaching. But we are finding better means of teaching which are more relevant and are not contrary to the spirit of the Bullock report. In the end I.T.A. can only work when the whole of English orthography is changed; but then it won't be needed.

Cedric Cullingford is Assistant Director of Studies, Charlotte Mason College of Education, Cumbria.

EXTRA

CHILDREN'S BOOKS

Past mistress

Mary Hoffman interviews Penelope Lively, winner of the Whitbread Award for children's fiction

Several old samplers quietly admish from the walls of Penelope Lively's writing room and she smiles as she looks at the chunks of blue ink on her desk. Both are appropriate totems for an author so intrigued by memory and the ghosts of time; they combined as the starting point for *A Stitch in Time*, which has just won the children's section of the Whitbread award. It's the story of a lonely, introspective 11-year-old, Maria, who spends a holiday at fossil-rich Lyme Regis exploring the mental maze of time. Backwards to the Victorian child Harriet who stitched a sampler in the house Maria's parents are visiting and forwards to everyone thinks it's autobiographical. "Everyone thinks it's autobiographical," says the author, "but I never had a brother. It's the book I've been most emotionally caught up in—writing it was like going through a very difficult birth."

It was not Penelope Lively's first variation on this theme; in 1973 she won the Carnegie medal for *The Ghost of Thomas Kemp*, a comedy of incoherence in which a twentieth-century boy is patronized by a seventeenth-century poltergeist. Lovers of the past, whether in people or in places, are what fascinates her. "Our personal memories are what we use and our collective memory, which we call history. We have to accept our collective past, and it's an important part of growing up to realize that nothing is static."

Mrs Lively, who now lives in Warwickshire—her husband is Professor of politics at Warwick Uni—was born in London and grew up in Oxford. Once her two children had started school she thought first of returning to history as an academic discipline. Instead, as she read more within the subject, particularly of landscape history, she wanted to write about the tricks that time plays and the ways in which memory distorts. She made her first book, *Asteroid*, for children—for the modest reason that she thought "these ideas would already be familiar to adults."

In the six years since then she has produced a team of novels for older readers as successful as they are intelligently written. Even the most haunting and nostalgic of them is spiced by a nice wit and, although concerned with recurrent themes, they are all very different. After the funny *Thomas Kemp* came *The House in Norham Garden*, which combines the histories of people and

a place with the living past of a tribe in New Guinea. The heroine, who lives in the house with her ancient great-aunts, constantly meets them coming forward into the seventies as she delves back towards the beginning of the century.

Penelope Lively's own favourite is *Going Back*, scarcely a children's book at all. A grown-up woman with a family of her own returns to the house where she shared a tortuous childhood with her brother, on the day the removal men start work. The story is told in retrospect through all the distortions of memory that came slurring down between childhood and maturity. "Everyone thinks it's autobiographical," says the author, "but I never had a brother. It's the book I've been most emotionally caught up in—writing it was like going through a very difficult birth."

She was an only child herself and is clearly pleased to play with a kind of family relationships is found convincing, but although her childhood was lonely it was not unhappy. "I never wanted brothers and sisters, though I could have done with more people to play with—and more books." Born and brought up in Egypt, her glimpses of England, before the age of 12, were limited to memories of wet

country lanes and red wellingtons on summer holidays. It was always away to board in Goring. What Penelope Lively stoically endured like soup and matches and unpredictable packages of books, including the much gloated-over *Arthur Ransome*.

When her parents divorced at the end of the war she came to live with her grandmother in England and was sent to boarding school in Seaford. It was the most miserable period of her life; one of the standard punishments of the school was to be sent to read a book in the library. "I was once summoned to the headmistress's study for having the *Oxford Book of English Verse* in my locker. She asked me if I had read it and when I said I had, I was firmly told that it was quite unnecessary as we would be doing all that sort of thing in our English lessons." She pauses thoughtfully before saying, "I don't think we have anything like that kind of philistinism in schools now."



Penelope Lively outside Duck End, her Oxfordshire home.

But the school is not forgiven. It comes again, in agonised understatement, when Edward is sent away to board in *Going Back*. What Penelope Lively stoically endured like soup and matches and unpredictable packages of books, including the much gloated-over *Arthur Ransome*.

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The children's book she would most like to have written is Russell Hoban's *The Mouse and his Child*

but she was not brought up on all the standard children's classics. "I must be the only children's writer there is," she says, "who has only just read *The Secret Garden*." What did she think of it? "Well, I was a bit irritated by the sentiment but do you know you can actually learn the principles of rose-pruning from it?" Perhaps because of her Egyptian childhood, Penelope Lively has been very concerned to put down roots in England.

The family have just bought an old farmhouse in North Oxfordshire and she has already started gardening in the embryo. "It's quite true what Beatrix Potter says: there are *Town People* and *Country People*, and I'm a *Country Person*." She still suffers from what she calls "the displaced person syndrome" and says she sympathized strongly with the secretary of a Welsh Nationalist group she met, who turned out to be a Polish refugee. "It's the need to belong," she explains, "I'm like a dog about places."

At present she is working on

another comedy, more in the vein of *Thomas Kemp*, about a group of animals in England who survive a second flood. But before that is published, her first adult novel *The Road to Lichfield* will be out in June. A woman has a love affair while visiting her dying father in Lichfield and finds out many things she never knew about him, his long-term mistress for one. An example of how, although we do not expect to be understood by our parents, we are indignant when they elude and surprise us.

If this new venture goes well, Penelope Lively hopes to alternate between children's and adult novels, like many other successful authors. But it is typically unassuming of this most prolific and professional writer that, when filling up a passport form recently, she left the space under "occupation" blank. "I just couldn't bring myself to put 'writer'!"

Penelope Lively's novels are published by Heinemann.

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BODLEY HEAD

CHILDREN'S BOOKS

Braving the storm, winning the prize

Stephen Corrin on folk tales from all over the world

Kanata. An Anthology of Canadian Children's Literature. Edited by Mary Rubio and Glensy Stov. Evans £2.25, 237 1465 9.

Tales from Central Russia. Retold by James Riddiough. Illustrated by Krystyna Taraska. Kesirel £4.50, 7226 5130 9.

Donegal Fairy Stories. Collected and told by Seamus MacMhuinn. Illustrations by Frank Verbeek. Dover paperback £2.10, 21971 2.

Scottish Folk Tales. Retold by Ruth Roteliff. Muller £2.75, 584 62393 3.

Indian Tales. By Jaime de Angulo. Illustrated by the author. Spire Books £1.50, 349 10020 9.

Folk Tales from Asia. Book Four. Asian Cultural Centre for Unesco. Wetherhill / Holbusha. Distributed by Phaidon Press £2.75, 8348 1035 2.

The Tale of the Golden Cockerel. By Alexander Pushkin. English version by James Reece. Illustrations by I. Bilbilis. Dent £2.95, 460 06777 X.

The Mingle Egg and other folk stories from Rumania. Retold by Margherita Randolph. Illustrated by Wallace Tripp. World's Work £2.90, 437 72701 7.

Hum-Hum and Garigoo. By Francaloni Roudi-Daval. Illustrated by Agnes Molnar. Robson Books £1.95, 903895 67 G.

where the birthplaces of the contributors range from 1803 to 1901 and which includes a member of the Tse-Shiuh tribe of West Coast Indians and a translator of two Eskimo poems. One is left with a keen sense of the history, traditions and atmosphere of a growing bustling people. Both the Russian and Canadian tales deal, basically, with man's attitude to nature, where the heroes are "the gods of sun, sky, light, thunder and water", while the enemies are "the gods of darkness, winter, cold, storms, mountains and caves".

But whereas the subject matter in Dr Riddiough's collection is confined to folk tales throughout the world (though the style, of course, is essentially Russian), the stories in *Kanata* could come only from Canada. James Houston's "Across the Mountains"—an unforgettable account of an old man's flight against nature in the unrelentingly staid which, not surprisingly, is not always equaled by the other contributions. But to this category of adventure (illustrating the grim, particular, bravery of the early trappers and hunters) belongs "The Fire" by Susanna Moodie, a sober description of a terrifying conflagration on a homestead in a temperate zone of some 20 degrees below zero; "The Snow Storm" by Helen Marquis (justly famous for trying to snatch a few handfuls of water from lion-hard frozen snow in the pitch blackness of a blinding blizzard—in your own back-yard); and "The Snow Storm" by Percival Wain, a chillingly realistic account of a disaster at sea. In lighter vein, there are Natalie Carsen's quite hilarious "Leu Laballo's Big Black Dog", prize-winner Koy III's "The Rabbit Rides a Mule", and Sir Charles Roberts' "The Boy Who Thought He Was a Dog", a sparkling story with the ring of biological truth.

All in all *Kanata* conveys a vivid picture of the incredible hardships of the early settlers in the beginning of this century, more especially in the little explored territory of Saskatchewan, but also in Alberta and Manitoba.

From the vast storehouse of the great Russian collector and translator, Alexander Nikolayevich Afanasyev, James Reece's selection is the third of its kind to be published in England in the past couple of years. An intelligent choice allows the old favourites to play a prominent part: the wise maiden, Vasilissa the Fair, the bold woman warrior, Marya Morozova,

Koschey the Deathless (whom Dr Riddiough calls Old Ladies the Interior) and, of course, the bony-legged, pestle-and-mortar-propelled Baba Yaga in her manifold manifestations. This use of words like "chortle" and "howling over" is sometimes questionable but catches jingles in the body of the prose effectively suggest the spirit of the original. Krystyna Taraska's drolly romantic black and white drawings capture the spirit of Old Russia.

A glorious spirit of hyperbole pervades the enchanting *Donegal Fairy Stories* (an unaltered republication of the 1900 edition with Frank Verbeek's delightful page after page of drawings) which sets it somewhat apart from the Russian and Canadian anthologies and is matched only by some of the Gargantuan exaggerations which bespeak the pages of the Scottish collection.

Tako, for example, "the flash of the Terrible" (out of Light which unraveled the "rain" and the world every time it was drawn") or the labyrinthine of impossible feats of valor achieved by Clad, the son of the King of Nariva, the mind reels, and wonders how the unbelievable sequence was maintained throughout the numberless generations of chequered oral transmission. One is also left with the (perhaps obscure?) question why it is that the contestants in such stories as *The Snow*, *The Crow and The Blood* are invariably in danger of losing their heads. The answer, perhaps, is that the added risk and gamble add to the excitement and enhance the value of the prize—for without the lethal forfeit every Tom, Dick and Harry would have to go; the riddorff having been eliminated, the elite are left to compete for the beautiful princess.

There is, thankfully, very little overlap with the riot of other recent English collections in Ruth Roteliff's *Scottish Folk Tales*, which includes some rarely told and unaccountably someone stories. "The Swarthy Smith of the Soles" amongst other horrors, has two marriages and a fair old dose of dishonesty, which, conceivably, might conflict with the inexorable justice of the young child's code of conduct. It would be intriguing, though, to see the effect of this moody tale on a class of about nine-year-olds. The same could be said of *Mae Inin Dineoch*: there would be little point in trying to defend this sort of deviousness to young



An illustration from "The Speaking Bird", one of the stories in "The Arabian Nights", edited by E. Dixon and illustrated by Joan Kiddell. The book series which are excellent in value at £1.50 each. Other newly published titles are "The Water Babies", "Tom Brown's Schooldays", "Tom Swapper", "Pinocchio", "Robinson Crusoe" and "Black Beauty".

A trip through Alaska and a ferry across the Herling Straits and you have made it from Canada into the territory of Mother Russia. The relative proximity is startling. Perhaps because of this and the climatic and geographical similarities—unlimited expanses of land, dense forests, mighty lakes and rivers—James Reece's tales from Central Russia are not all that different from those in *Kanata*, an anthology of Canadian children's literature whose theme is "the country and its people as seen through the eyes of the original communities".

The editors, who are to be congratulated on a brave venture, hope that "reading these stories will help us to see how many different people from many different times and places have made this land into their own". Those of us whose acquaintance with Canadian literature is confined to the writings of, say, Stephen Leacock and Mazo de la Roche, will welcome this volume

Once upon a time . . .

Shirley Toulson on anthologies of stories

Young Winter's Tales 7. Edited by M. R. Hodgkin. Macmillan £3.25, 333 18547 1.

Young Folk. By Alden Chamberlain. Heinemann £3.50, 434 93161 G.

Tales Told by a Machine. By Larnal Rodart, translated by Sue Newson-Smith. Abolard-Schuman £1.75, 200 72458 4.

Dragons and Magic. By Mildred Davidson. Chatto and Windus £2.75, 7011 5101 3.

Pigeons and Princesses. By James Reece. Hamlyn 50p, 600 37133 G.

an eerie and moral tale of a white witch who dies personifications of winter and death; and by Wilfrid Froom for menaging to desert an old woman's attachment to a nursing chair in a secondhand furniture shop, without tumbling into appalling calamities.

But a good laugh was missing. Majeorie Derke almost amused me with her accounts of two sixth-form boys who find a flying broomstick, but, unlike the leads, the story never really got airborne; and Priscilla Eckhard did raise a smile or two for her awful "creative" grown ups, who are too busy with their tiny obsessions to notice the world around them.

I did not find much to laugh at in Alden Chamberlain's *Young Folk*, which, while it was more of a disappointment, was more of a disappointment in considering the author and the title. It is not that I have any objections to Mr Chamberlain finding the comic side of the macabre to be as closely related as the two monsters of his Yorkshire tale, in which Brother Jobundus is allegedly "imprisoned" for his unaccountable jollity. Ghosts, skulls and coffins hunt the pages of these tales culled from folk lore, newspapers and the Donald McGill collection. The idea of making such a book so funny as folk tales is a bit of a good one, but the life has leaked away somewhere, and the wooden lot hardly raise a grin or a shudder between them.

Glenn Rodart is not much more successful with his *Tales Told by a Machine*, especially when he tries out some short silly stories, which are often no more than superficial aphorisms. He is better when he goes into the surreal situation, although he lacks the stark logic of the truly absurd demands to make up for that he can produce characters of a gentle, amiable zany like the piano-playing cowboy and the grandfather, who turns into a cat and joins a protest demonstration to demand an end to war.

That sort of genial ludicrousness infuses many of the stories in Mildred Davidson's *Dragons and Magic*. She has the rare gift of creating slightly off-beat fairy tales that retain the magic and mystery of the old legends of knights and dragons, which they are tenuously based. Her dragons may behave in un-dragonlike ways—they can fall in love or behave like lap dogs and "civil" servants—yet they never become cuddly. Miss Davidson is afraid of a bit of allegory or political satire, and she knows how to create individuals out of Perilous Princesses, Calphas, old mothers of three sons, and all the other stock characters who feel at home with dragons.

In this she is close to James Reece, who always enhances the mystery of "once upon a time" with the possibility of everyday. His five stories, which were first published in 1956. It is good to welcome this paperback edition of his tales, especially as it comes with Edward Ardizzone's perpetually delightful drawings.

valuation is that the sombre integrity and the richness of texture suggest a wary deep and complex vision of life for children—something between *Middlemarch* and *Wuthering Helights*.

The comic could hardly be said about *Mark Time*, a deceptively simple story of an 11-year-old boy in modern Belfast. It is full of the care and tebeos of childhood; the gang and their leader, the Shampoo Kid, the power of bulging to cross a national "line", sticks and stones and durable lids—while the world of adults and ghostly grey relatives hovers on the sidelines, half-comprehended and uncomprehending, a world of double standards.

There are some hilarious moments, such as when Mark calls his mother's "fascist outfit" without the remotest idea what it means. He has heard his father describe the minister as such and likes the sound of the word. And the meaning of words is a central theme of the power of words, the reality of words. "The line", like Felstaf's honour, is a word; describing your enemies as Footsies makes them seem a lot more hateful; silks and stoncs may break your bones, but the Shampoo Kid runs amuck when someone writes a message about the nuts in his hair.

Sam McBratney's style is as lively and witty as Keith Waterhouse's. *There is a Happy Land*, as his hero struggles towards an identity, towards an awareness of the opposite sex and of the strange omnivorous world. This book can be read on several different levels; it is always tough and realistic with an underlying warmth and humanity.

John Gribbin's *The Young Astronomer and his Telescope*. By Patrick Moore. Lutterworth 50p, 904094 09 X.

In this little book Patrick Moore sets out to answer the questions he is most often asked by young would-be astronomers: how do I start; where can I buy a good, cheap telescope; how do I set about a school project on astronomy; can I make a career out of astronomy? The questions are answered in Mr Moore's usually lively, readable fashion.

Recipes for success

Audrey Laski

What's Cooking? By Jan Hopcraft. Dent £1.95, 460 067 10.

Cooking for Special Occasions. By Marguerite Peters. Pan 40p, 330 24764 G.

A Young Cook's Calendar. By Katie Stewart. Pan 40p, 330 24566 X.

ambition: lunch is Honey Brown Chicken, and another will clearly have to look to her laurels after the fairly late-tasted fish. The recipes are laid out in carefully numbered sequence, and no details which might be unfamiliar to the inexperienced seem to have been left out; there is little danger of repeating the very meal in *Light Women* ("salt instead of sugar and the cream is sour!"). Having got her readers into the rhythm with this day's success, Jan Hopcraft goes on to a wide range of savoury and sweet dishes, cakes and candies.

The production of the book is elegant, with a single recipe to each page, and illustrations which are themselves good enough to eat, and it is bound to lie flat, an important quality for a cookery book.

What's Cooking? is an admirable starter, though there is no indication from the publisher of what the group it is intended for. It takes the young cook thoroughly seriously, beginning with a schema for taking over the whole of the family's meals for the day. The recommended meals have a grand

breaking its spine is not adequately practical. This is particularly unfortunate with regard to *Cooking for Special Occasions* which is a thoroughly practical book in other respects, using easy symbolism and jolly illustrations to clarify instructions for the young cook, only suggesting such confidence-building activities as preparing food for a party for younger siblings, or coping when mother is ill. Here, too, the sets of instructions are well broken up, and, as a precaution to eight-year-old cooks, there are frequent factual warnings, and suggestions that an adult might help with certain activities.

It is this concern I find missing from *A Young Cook's Calendar*. There are some pleasant recipes and ideas here, but a young child's cookery book which recommends the reader to flame the Christmas pudding by setting fire to brandy in a lulle and pouring it over the pudding seems to me outrageously irresponsible: it should certainly not be put in the hands of anyone much under 14.

From trees to towns

The Rise of Man. Edited by Professor D. Brothwell.

Some of the events in man's long history have a strangely modern ring about them, particularly, perhaps, the fact that by the end of the Pleistocene period some 15,000 years ago over-killing for food had already caused some mammals to become extinct. And as metal tools replaced stone, the need for fuel for smelting, in addition to wood needed for pottery kilns and cooking, greatly extended the deforestation already started for his fields. The primitive man, whose "bedfellow" was the world around him had begun.

Man's evolution and development is a continuous story and, as new finds are made like the recent discoveries in Thailand, chapters have to be rewritten; this excellent book brings the reader at least up to yesterday.

Today, there is there any speculation about oil reserves located in as yet unexplored offshore sites, such as the Barents Sea. In this sense the book (and its companion) is conservative, a little bland, and mind-numbing.

But the books do at least nod in the direction of "the environment" (as the title of the series would suggest) and the discussion of pollution in the context of the iron and steel industry is used as a measure to suggest ways in which other industries might improve their own behaviour. Both books also make a minimal gesture at encouraging further study, with provision of brief glossaries, short guides to further reading and other sources of information, and in each case there is an index that is rather less than adequate. The paucity of end matter is a pity, but they would both be assets in any school library.

Resourcefulness

World Resources Series. Edited by John Cranfield and David Luckman. 6078 230 9.

Iron and Steel. By J. P. Saville. 231 1.

Priority Press £2.75 each.

These two books provide brief surveys of selected topics at a level suitable for children from about 12 years old. Both are clearly written and planned, and both plentifully illustrated with well-chosen photographs and diagrams.

The book on *Oil*, for example, concentrates on the practicalities of finding oil, transportation, refining, marketing, world resources, offshore oil and the future. No attempt is made to move into more abstract areas, and there is no discussion of the relationship of past movements of the continents to the locations in which oil is found.

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Lucy, the chimpanzee, demonstrates that she can communicate. "It's Life with David Bellamy" (Meadow Education Ltd, in arrangement with Thames Television, 85p) is designed to provide background reading for the television series of the same name and claims to turn the reader into a Biological Super Sleuth. The clear illustrations are a major element in conveying information on a wide variety of topics.

Magic makers

The Trickster's Handbook. By Peter Eldin. Armada 40p 00 691084 X.

Making Magic. By Malcolm Carrick. Carusell 40p 552 54114 1.

The Greatest Magicians on Earth. By William Vivian Butler. Piccol 40p 330 24762 X.

None of these books has solved the problem of finding a definition for magic. The first two give instructions for tricks, but while a pupil might expect illusion many of these are mere wheezes of the sort people are reputed to do for puns in pubs. And among *The Greatest Magicians on Earth* are shown such as Barnum and Ashley, and the wizard, Nostradamus the seer and Memnor the hypnotist.

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Stargazer's guide

John Gribbin

The Young Astronomer and his Telescope. By Patrick Moore. Lutterworth 50p, 904094 09 X.

space. Most seriously, although binoculars, reflecting and refracting telescopes each get a chapter of their own, there is no chapter on astronomical photography, which is one of the best first steps for the beginner. And, although there are many photographs of telescopes in the book, they are none, amateur or professional, of astronomical objects.

I was also surprised to see that, when mentioning societies, Mr Moore did not recommend the Junior Astronomical Society, which he founded and which is surely the best for an absolute beginner. But these are minor quibbles; the book is essential reading for any new young astronomer and can be recommended for any school library.

A gallimaufry of facts

Roy Blatchford

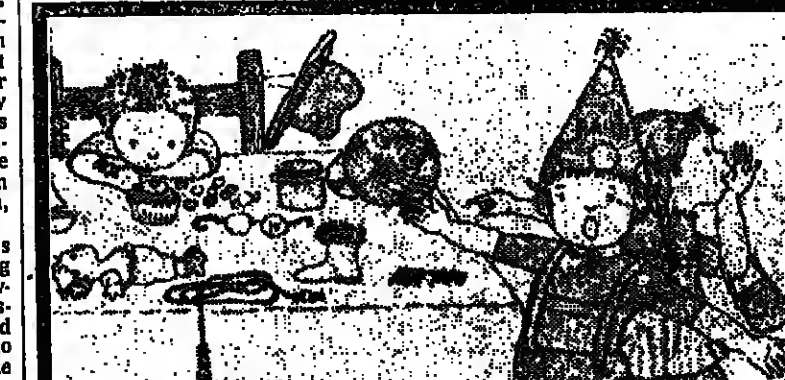
How, Why, Where. By Michael Ward. Lock £1.95, 7063 1861 7.

Anybody browsing through this Aladdin's treasury of knowledge (sequel to the *Ward Look, Wonder Book of How, Why, Where*) might begin to wonder just what the magic lava next has in store. The gallimaufry of the how, the why and the where in our world makes it more than an ordinary reference work—where to catalogue it in Devey is a hazardous task.

The dust-jacket's promotional piece is inspired: "the world is so full of a number of things . . . and here are some of them." Who would guess from those blink words that among Mr Pollard's 50 chapters of facts and conjectures are a focus on Los Angeles; Snog City; a potted history of the exquisitely coloured Japanese kite; loveadgisting the Loch Ness legend; an account of the 300 million followers of Islam to Destination Mecca; detail in the Bayeux Tapestry of the landing on Iwo; Halley's Comet; and the genetic spiral of DNA? Facts on the Beaufort Scale, computers, the sea's barvest and plastic today redress the balance with the more common-places.

Traditional Fact Books and Pictorial Worlds Of are a distant echo. The design of *How, Why, Where* is a sumptuous affair—erip colour photographs, imaginative and useful diagrams, alongside an informative, concise and plainly written text. One quibble: captions to illustrations often appear in unexpected corners of the page and at times make reading a frustrating treasure hunt. The quiz to round off would, I suspect, entertain a team of Masterminders, show many complaints weigh as much as a one blue whale? The answer is within.

A Christmas stocking filler next time around; a dazzling crib which will astonish the teacher; or the ideal replacement in the surgery waiting room for those faded copies of *Country Life*.



Satomi Ichikawa Friends

A ravishing picture book showing small children at play—leapfrogging, blowing bubbles, and having rumbustious bedtime romps. This follow-up to *A Child's Book of Seasons* has the same old-fashioned charm.

Joan Wyatt Carrot Tops

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Nina Beachcroft A Spell of Sleep

An unusual and imaginative story with an exciting climax, by the author of three highly praised novels for children, *Cold Christmas*, *Under the Fuchsia*, and *Well Met* by Witchlight.

Ruth Ainsworth The Bear Who Liked Hugging People

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Anne Born

Hans Andersen's Fairy Tales. Translated by the author. Spink. Illustrated by Hans Born. Dutton £1.50. 460 02739 5.
Hans Andersen's Fairy Tales. Illustrated by W. Heath Robinson. Puffin £2.00. 0 330 25041 8. 0 330 25042 6. £1.35 each.
Hans Andersen. His Classic Fairy Tales. Illustrated by Michael Foreman. Newly translated by Erik Haugraart. Collins £3.95. 575 02188 8.



One of Michael Foreman's illustrations for "The Tinderbox".

Rosina Spink's excellent translation of Andersen's fairy tales first appeared in 1958 and is one of the best. In an interesting preface note he comments on the numerous earlier but translations (some of which were made from German versions of the original Danish) and says he has tried to give as close as possible to Andersen's crisp, editorial, often witty style in spirit, sense and sound. Hans Born's illustrations are full of vitality and the colour plates are clear and striking but they are completely lacking in humour, and do not seem to be in any way Andersenian.

The Piccolo edition in ten volumes containing a total of 17 stories is illustrated by W. Heath Robinson. Although the translation is pedestrian, and one of the older versions, his humour and sentimentality make it an interesting history in these illustrations. William Heath Robinson first illustrated Andersen in collaboration with his two brothers, Charles and Thomas; their pictures were published in an edition from Dent dated 1899, and one of the luxury gift books of the period; it was a sturdy reprint for the nursery, with only one rather showy great imaginative promise there, but little humour.

Then in 1913 Constable published the present edition, and it is fascinating to see how in those 14 years W. Heath Robinson's styles had developed. There are examples of three: one, postcard and conventional picture; in the traditional 'romantic' manner; and drawings retaining neo-Raphaelite decorative stylization and detail though without the borders of the

earlier work. Where before each picture was enclosed with detail, in the new versions parts of the scene are left clear to give the impression of space—as when Gerda is shown running across the ice wastes to get to the Snow Queen's palace, or Coph is falling through the air. The economy of line is particularly effective in portraits, like that of Kasper, where it is used to emphasize lineaments. The third style provides innovative line drawings chiefly used to depict humorous characters and expressions—the W. Heath Robinson style we know best from his later satirical work. The most striking is a comic look at prince who like this; what is more, the facial contortions are universal, and will never be out of date. All the illustrations were now for the 1913 edition. Heath Robinson did not make any change to the earlier style, though several of the stories are repeated in the new book, and are the ones that he and neither of his brothers illustrated.

The Andersen illustration event of this year (and I should imagine for a great many years to come) is the volume from Collins with pictures by Hans Born. The translator, Erik Haugraart, whose book, *The Complete Fairy Tales of Hans Andersen*, was published by Collins in 1974, without illustration, but including the total canon of 156 tales and the preface and notes written by Andersen at various points in his fairy-tale writing career.

This new volume contains 18 stories, and it is the illustrations that reader of outstanding among the ranks of Andersen's English that have consistently been appearing since the first time in 1846, and make it worthy to stand

Flights into faeryland

Andrew Lang Red Fairy Book
Edited by Brian Alderson. Revised £1.05. 726 5129 5.
Other Worlds. Edited by Roger Lancelyn Green. Hamish Hamilton £4.50. 241 89244 9.

if anyone should ever think of writing 1889 *And All That*, he would have to mention—with suitable puns—Andrew Lang, and the ladies who did his translations for him. There are those who would prefer to commend to Joseph Jacobs, arguing that Lang's pen was dead to anything it touched. And it is undoubtedly true that Lang ranged more widely and was able to give his material much less coherence than Jacobs. But, presumably, Brian Alderson, editor of the *Red Fairy Book*, would not agree with the sharper criticism; he culled a new edition of the *Blue Fairy Book* in 1975, and the next volume to come is green. Until now, Lang's originals with their illustrations (mostly by Ford, and published by Longman, have only been available as paperback facsimiles. From Dover—are there any copies of the first hardback?—not yet need to places? Longman published new editions between 1949 and 1952, but they would be poor because of their utility value and the illustrations are not good.

Brian Alderson's editorial work consists of notes on sources; textual revisions which bring the stories closer to the originals, and in some cases to more accurate translation; and annotations and changes in the order of some of the stories. This new edition begins with *Sorli Mooin-Case* instead of with "The Twelve Dancing Princesses" as in Lang; and "The Story of Sigurd", which he illustrates with a well drawn and almost because "as well as being out of place" it does give justice to the mighty original. And so, for the sake of strength of sinew, "The Seven Poets" now comes last. These changes in the shape of the collection argue for a powerful editorial function. Similarly, the search for authenticity has caused "Jack and the Beanstalk" to be chosen in the version by Jacobs, which derives from an oral telling heard in Australia. For reasons of etiquette, this was not available to Lang, and he has the version by William Gowling. Comparing the versions, one can only agree with the editorial decision that Jacobs' is a brilliant Lewis called "Forms of Things to Come" where you are in a different world. The sky is never what you see"—and it ends with a subtle and mysteriously provided all together.

There is Mrs Molesworth's "The Little People", which captures the essence of the fairy tale, where there are no magic wands, but where the magic is in the hearts of the people, and the difference between the two is a matter of perspective. The sky is never what you see"—and it ends with a subtle and mysteriously provided all together.

Heroines in jodhpurs

Gillian Baxter

All About Horses and Ponies. By E. Hartley Edwards. W. H. Allen £2.95. 491 01726 X.
Horse in America. By Adrienne Cooper. John Murray £3.50. 7195 3327 9.
Horse on a Hilltop. By Joanne Webster. Hodder and Stoughton £2.80. 340 25951 1.
More Ponies for Jean. By Joanne Cannon. Hodder and Stoughton £2.80. 340 19639 4.
For Love of a Horse and a Devil to Ride. By Patricia Letch. Armada 40p each. 00 691170 6 and 00 691171 4.
A Horse Called September. By Anne Digby. Dennis Dobson £1.95. 231 77875 X.
Trace Horse and Pony Stories. Collected by Diana Pallen-Thompson. Armada 40p. 00 691082 3.
My Invariant Horse Stories. Edited by Ingrid Willoughby. Beaver Books 60p. 600 36232 9.

When I was a child, books about horses and riding were heavy, learned, and few and far between. These days the market is flooded by books on how to ride and care for horses and ponies, many of them aimed at young people or their parents.



"Horse on a Hilltop" by Joanne Webster.

Michael Foreman was born in 1938 and after a thorough training at various art colleges has produced a substantial body of exciting work; he has written and illustrated many other books for children and adults.

Liko Dolan's in 1911, Michael Foreman's pictures were an education, and a delight to see in so many beautiful colours, predominantly shades of brown, blue and red, all together. There is an immense degree of feeling and imagination in these pictures. You have a glimpse of the Real Princess in mountainous pile of quilts to her, and with the red and blue man yearning for the unattainable, you are danced on a moonlit city in Kasper's red dress. All the animals are given a character, just as Andersen does them—yet without distortion.

The humane would please the author (who always said that his honour was the soil of his tale) the spirit of Andersen, the Emperor is one of the best things of all. Hans I remember shows walking along, fully clothed, with a train and a crown, which quite absurd when the capricious Emperor is in the mood of the Emperor. The Emperor is one of the best things of all. Hans I remember shows walking along, fully clothed, with a train and a crown, which quite absurd when the capricious Emperor is in the mood of the Emperor.

Inside the Ark

Fred Urquhart

Joyce Stranger's Book of Handk's Animals. Dent £3.25. 460 06624 2.
Down. By Philip Holden. Hodder and Stoughton £2.95. 340 19322 2.
Freedom for a Cheetah. By Arthur Catherall. White Lion £2.50. 85686 206 1.
Dont Dolphin 50p 0 460 02176 6.
Red Fox. By Charles G. D. Roberts. Penguin 50p. 1403 0846 6.
The Dogs of Fongera and Pangers Pup. By Lorne Wood. Dent 50p. 450 02713 0.

When I was a child, books about horses and riding were heavy, learned, and few and far between. These days the market is flooded by books on how to ride and care for horses and ponies, many of them aimed at young people or their parents.

All About Horses and Ponies is simple, even fragmented, but better than some of its kind because of its clear, step by step instructions on how to manage the basics of horse care and riding. It has plenty of pictures and diagrams, and its chapters move from the history of the horse, via animal instruction, to tips on horse sports, horse shows, watching slow jumping, and the inevitable piece on the white stallions of the famous Spanish Riding School. The book is a useful introduction to the subject in a school library.

These are not who are in that group try to believe that life really begins at 40, but not many of us set out to prove it with as much courage and initiative as the author. Joyce Stranger's *Book of Handk's Animals* is her account of a 2,000-mile journey on horseback in the States undertaken by an ordinary British housewife and her Anglo-Arab mare, Lara. It was a long-distance ride with a difference, for Mrs Cooper was an expert, and she finished her ride as she started, still without learning to canter. Very little was planned

ahead; she and Lara took days and encounters as they came, and their tremendous generosity of most of the people they met, give the book much of its appeal.

Books are not the only theme in *Horse on a Hilltop*. The book is a sequel to the author's previous story, *Nobody's Horse*, and deals with Lolly's attempts to train the sometimes awkward Kloecker for a cross-country event. This is complicated by her irrational fear of an old man who lives in a cottage on the way to her beloved pony's lovely field. Unknown to Lolly, she reminds him of his little sister, characters are inclined to go to boarding school, to have rich parents in perfectly com riding clothes, and to make enemies of real faced horse-owners. But the horse details are authentic, and it is still a good reader for the pony rider.

For Love of a Horse and a Devil to Ride are both wish-fulfillment stories, with plenty of action. Jimmy's father, a probation officer, sells up everything to lead the simple life in a mountain in the hills. A will, apparently unattainable Arab mare escapes from a circus, and Jimmy sets out to catch and tame her, and in the second book to train her as a riding horse. The stories also include a boy who is an identical twin whose parents do not understand him, and in the second book the action is complicated by the finding and attempted protection of a pair of nesting ospreys.

The first requirement of a pony book must surely be authenticity, and all the stories opt to stick to the real world. The author is unfamiliar with the subject it is immediately obvious, and all the stories are familiar to the pony rider. The story itself is a sentimental melodrama. Two friends, one rich and one poor, are both riding horses, the rich one is called September, Rich Dail, who is secretly losing his money, is determined to win the Championship with his daughter, but through his bad riding, unconvincingly described, the horse is lamed and sent to the knacker.

He is sweet, of course, by the woman's daughter, and it is she who rides him in the championship, her story by riding on television. "His new little Mary mounting the rostrum... would have recognized those faded old jodhpurs and battered riding boots anywhere. Mary has retained the fortunes and friendships of the author shall win the technical skills are ludicrous, and there is much shedding of tears from the lumps—and, almost, from the horse.

Fluently, two collections of short stories, *True Horses and Pony Stories* is aimed at the younger end of the market, and the stories are little more than incidents. But everything is lively, almost as good as a heroic ride. *My Favourite Horse Stories* is more mature, and includes authors from Dick Francis to Tolstoy.

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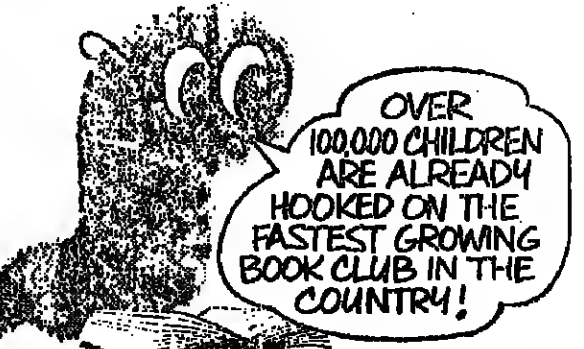
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If you think children need an incentive to read - join the club.

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Shivers down the spine

David Self on ghost stories

Ghostly, Grim and Ghoulish. Edited by Helen Hohe. Dorn £2.95, 460 05712 5.

Ghosts, Ghouls and Spectres. By Wilfred Finlay and Gillian Hancock. Koye and Ward £2.50 7182 1141 3.

A Hundred of Ghosts. Edited by Barbara Kor Wilton. Hodder £2.95 340 20696 9.

Shivers of Spooks. Edited by Christine Bernard. Arnold Paperbacks 40p 00 691030 0.

Small Shadows Creep. Edited by Andre Norton. Chilton and Windus £2.95 7011 5096 3.

The Twelfth Fontana Book of Great Ghost Stories. Edited by R. Chetwynd-Jones. Fontana 50p 00 614448 9.

Twelve Great Black Cats and other Scottish Tales. By Sorche Nic Leodhairs. Bower Books 55p 600 31929 6.

World of Ghosts. By Alun C. Jenkins. Chilton and Windus £2.50 7011 5087 4.

from nightmares, but that they will wish to copy the stylistic affectation of some ghost story writers. It is, of course, unfair to generalise. Like science fiction, the ghost story is a genre that can embrace both the worst of pulp or pulp writing and also some of the best fiction ever written. These two extremes are both extremes, both extremes. Some such ghoulish tales rely totally on such stylistic tricks as I have already catalogued while others are crisp models of good short story telling.



A lighthearted look at ghostliness in 'Pleasant Fieldmouse's Hallowe'en Party' by Jan Wahl.

There is, dear reader, a belief about ghost stories which some count proven fact and which others explain as being no more than the product of coincidence and imagination. I take no sides in this debate. I merely recount what I have seen. It is up to the individual to read and to decide what he or she thinks.

And the belief is this—that when a writer chooses to tell of ghosts and ghouls and hauntings, he becomes (whether he likes it or not) possessed. Strange things happen to his prose style. Sittermarks! And by strange inversions (and indeed parentheses) twisted become his sentences. Suddenly—wild titles materialise, and this haunted, does not the writer pursue rhetorical questions? Then sentences become shorter. And shorter! And paragraphs mysteriously fade away in a swirling mist and a row of dots...

No one volume excels. Individual readers will warm (or rather, chill) to particular

magician enticing a public schoolboy into a secondhand bookshop for diabolic purposes. Other stories involve more plaintive and even acceptable 'vengeful spirits' and 'quiet visitors' in both traditional and modern settings, described by such authors as Hugh Walpole. M. R. James and Mrs Gaskell. Perhaps the greatest tribute I can pay to this potent anthology is to say that I would hesitate to place it in a school library but that I shall return to it when next the wind howls across the Fens, or indeed during the next prolonged drought. Just as the stories in *Small Shadows Creep* are all about child

ghosts, the stories in *A Hundred of Ghosts* are united by being specially written for the book by Australian writers. Easily the best is an apparently true personal recollection by Ivan Southall about an old science that became real. It is equally arresting. Frequently this originality lies in the setting—a terraced house in Sydney, 'near the outbreak, or the hills of a Handful of Ghosts will appeal to imaginative readers of 11 and upwards.

More subtle is Helen Hohe's collection of *Ghostly, Grim and Ghoulish* stories. The editor's introduction is a completely first-rate, but each of them will offer glimpses into the unknown. Thus we have a chilling little story about a child who is expected in a mirror. *The Strange Child*, a child tale of the ghost of a murdered wife who haunts (and bargains) her husband to join her suicide in order to join her, bringing with him her lap-dog. (She never told him she was a murderer, he thought, so he believed there is a gruesome story of a girl, T. H. White, a new story by Kimley Annis, and a tale of a

television camera crew who find a non-existent village. This idea is better than its first book suggestion. (Incidentally, why do ghost stories inspire designers only in the starting eyes in various combinations? Science fiction has been and better served by the design department.)

Turning now to more disparate collections, we have the 12,000 in the Fontana books of ghost stories. This, closely printed and bound in a 'nightmare' of the 'mystical dead' is good value for money but perhaps only for real addicts. It contains one or two cryptic stories from such authors as Walter Scott, Daphne du Maurier and Rosemary Timperley, and others which are very much of the 'What's comin' at them, demm?' and the 'And then — then — then... he just fell back and — died!' variety.

Edward Blisshon on novels for young readers

The Joke Shop. By D. J. Enright. Chilton and Windus £2.50, 7011 2697 1.

Conrad: the hilarious adventures of a factory-made child. By Christine Nostlinger. Andersen Press £2.25, 905478 03 7.

Calling Bridge. By Paul Rice Collin. Oxford University Press £2.95, 19 271395 7.

Top of the World. By John Rowe Townsend. Oxford University Press, £2.50, 19 271388 4.

Pelle in Trouble. By Hans Peterson. Burke £1.35, 222 00431 9.

Brinsley's Dream. By Petronella Burke £1.35, 222 00434 7.

"We used to live in London," said June, "but our father couldn't work there, so we had to move."

"He's a writer," Robert explained, "politically."

"Children's books," said Timmy, as if honestly forced him to add insult to injury. "But it's difficult to write books for children."

A cri de coeur, perhaps, from D. J. Enright, from whose *The Joke Shop* this passage comes: this is his first book for children. One difficulty, I guess, is to remember how, as children's authors, we have been the world of a book. I have been the world of a book kept when I was 12, and have been struck by the fact that my accounts of books read are quite brutally, accurate of their stories.

Things that couldn't happen?

Edward Blisshon on novels for young readers

ren fade daily is the *Dimsley Book*. "Coming Shallows," someone declares, "can't their Events be?"

I don't know what my childish diary would have made of a trio of rescuers who include the dangerously named Herk Blush; but his playfulness of words and ideas, sometimes a little groanworthy (but then children like being made to groan), is varied finely by the tale of kidnapping and escape, told by the fascinating details of a world where your foot passes through the same you kick.

In Conrad, translation of a window of the German Children's Book Prize, Christine Nostlinger has hit upon a genuinely original idea that justifies the first adjective in the subtitle: *The hilarious adventures of a factory-made child*. Mrs. Bertie Harlowe is a slim, snubbed by her neighbours and abandoned by her husband, she does not remember ordering the tin can out of which emerges (after the application of four litres of lukewarm water) a mysterious factory, the product of a mysterious factory. There are no problems. The first is that Conrad has been programmed as an ideal, obedient lad. Despite his wistful anxiety to accept Mrs H as "Mummy", he cannot help but at war with her. Conrad's first approach to his motherhood. The second problem is that it was all a mistake, and the very nasty characters who run the factory will stop at nothing to get Conrad back. The solution is to reprogramme the totally willful Conrad in a hurry, so that he will be unacceptable to anyone prepared to order their offspring in cans. It is very funny and curiously moving.

Calling Bridge is a slyer kind of fantasy, reality and unlikelyhood. The story is set in a shabby jokers shop in the High Street, into a world of shadows: a kind of crepuscular conspiracy against human beings, and against light and sublimity. Not the easiest idea to embody (or, in this case, to embody) in a story for a young reader—and indeed, the fun is often allusively literary and verbal. There's that power in the world of shadows, Adam Brate. There's the dying speech of another, Penumbra. "More dark!" An ancient chorus in the regions where the child-

Oxford's winter choice



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by Rosemary Sutcliffe
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Times Literary Supplement £2.95

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adapted and illustrated by Brian Wildsmith
Brian Wildsmith adds a new dimension of enchantment to Maeterlinck's perennially-loved play about the search for the Blue Bird of happiness. £2.95

Attacking the King
by J. N. Walker
Only one aim is important in chess: to checkmate the enemy king. This regicide manual, written especially for young players, explains how to do it.
£2.95 paper covers £1.50

Oxford University Press

Ballads, limericks and spells

Chris Waters on poetry.

Living in a One-eyed House. By John Pudney. Shephard-Walwyn £2.75, 85683 032 1.

Smile Please. By Shelagh McGeer. Robson Books £1.50, 903895 82 X.

A Sea Full of Whales. By Richard Armour. Illustrated by Paul Galante. World's Work £2.40, 437, 24006 1.

I'll Tell You a Tale. By Jan Serrall. Puffin 50p, 1403 0872 5.

From the Four Winds. By Randle Manwaring. White Lion £2.50, 85686 216 9.

cover and shows a highly tuned car which can manage to avoid the obvious. His own notes for dramatizing and presenting the poems are helpful and I especially liked the one referring to a runaway motor scooter: "A nice little motor bike engine can be used live, if you have one in the room."

Smile Please is Janus-headed: two books in one, each starting at one end and working in to the middle. One half consists of verse-pictures (and splendid drawings) of an eccentric family, while the other deals with witches. The verse is humorous, unpretentious, but works very well read aloud. From "Wizardry":

A wizard wild and wise I am,
A master of disguise I am,
The undisputed ace of fancy dress.

Astronomical Jack I am,
The lord of all arts black I am,
The occultist who will your soul possess.

also care for a little more poetic motto. But once again, read aloud to young children *A Sea Full of Whales* is bound in woad, if not to kill two whales with one stone, or at least I now know just what a narrow does with the six-foot drill on its nose.

If this is the age of television, publishers do not seem to be taking barra of well-named broadsides. *I'll Tell You a Tale* is the Puffin version of Serrallier's collection of ballads, limericks, riddles and spells first published in 1973. Roughly half the material is traditional (sometimes modified and modernized in diction) while the other half is by Serrallier himself. The poems are admirably enhanced with original photographs and drawings.

Randle Manwaring's publishers invoke the names of Robert Frost, Wallace Stevens and Walter de la Mare on the dust-jacket of *From the Four Winds*. Like Frost he does Mare, he can write with charm and simplicity. But there with de la Mare, he has none of de la Mare's (or mystery): none of de la Mare's imagery or simple earthy shrewdness. It is true that his writes "simply" but I found many of his poems simple-to-the-point of vacuity, tending to explain the rather than suggest, and relying on rhyme rather than on imagery, for their main affect.

Smiling through

The Great Brain. By John D. Fitzgerald. Dorn £2.50, 460 05712 5.

Mark Twain complained of foreigners "cannot master the subtleties of the American joke". It is a safe bet that every British schoolboy can, though I don't thoughtfully append a glossary of American phrases just in case.

The *Great Brain* belongs to Tom Dennis, a 10-year-old living in Utah in 1896; a generation or two later by his younger brother who is torn between grateful admiration for Tom's exploits, and suspicion born of bitter experience of their consequences.

The town is dominated by Mormons, and harmony in maintaining: "There's nothing as you can whip." A new immigrant bullies at the hands of prejudiced who "figures out how much to charge Mr Kowinski for such now word he teaches Basil".

Nightmares and dreams

Virginia Makins on picture books

drawn, and the technological progress of the times, last water clock, and the young, John D. Fitzgerald has produced a really lively and likeable book which not only of comic invention towards the end when Tom teaches a trick to play baseball and for his fingers his commission.

Sid Fleischman's tall stories, in contrast, stay crisp all through, and he has the expert timing of a professional comedian. The pace and exuberance of *McBroome's* tall stories make an entertaining script like this, you too can do a story. Don't miss *Queen Elizabeth's Illustrations of the Fairies* and *Hitigons* by Alan Curran. *McBroome's* tall stories, in contrast, stay crisp all through, and he has the expert timing of a professional comedian. The pace and exuberance of *McBroome's* tall stories make an entertaining script like this, you too can do a story. Don't miss *Queen Elizabeth's Illustrations of the Fairies* and *Hitigons* by Alan Curran.

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Nightmares and dreams

Virginia Makins on picture books

Adults are not supposed to need picture books—except for cartoons at Christmas and coffee tables. But since they do like them, and produce them, the results often end up packed on infants' bookshelves.

The very best picture books, of course, work for both adults and children. But anyone who knows his picture books knows that the best of them are those which are not only good for children, but also good for adults. *McBroome's* tall stories, in contrast, stay crisp all through, and he has the expert timing of a professional comedian. The pace and exuberance of *McBroome's* tall stories make an entertaining script like this, you too can do a story. Don't miss *Queen Elizabeth's Illustrations of the Fairies* and *Hitigons* by Alan Curran.

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Nightmares and dreams

Virginia Makins on picture books

Adorned. But the birds in the pictures are funny and full of character.

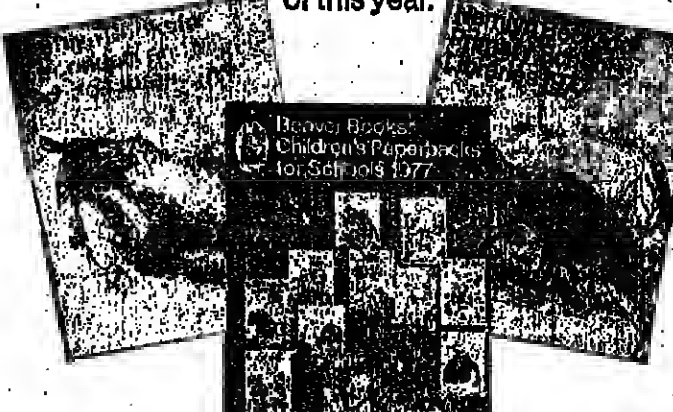
The *Crocodile*, by Peter Nickl Bhaatte Schroeder with English verse by Christopher Logue (Jonathan Cape £3.50, 0224 0133 0) is an entirely new and strange and beautiful one. The crocodile verse tells of a crocodile who gets hooked on fashion, goes to Paris to a crocodile boutique, takes one look at the crocodile skin handbags, goes down the shop assistant and returns "boneless a palm amid the Nile. Keeping his crocodile skin style and half an eye on man." The quality and detail of the illustrations might attract children, and the book would fascinate some older ones—as well as their parents.

Cuthbert and the Tblingmab, by Yasuko Kimura and Kim Chesher (Evan £2.50, 237 44856 4), is another weird one. Cuthbert is a hideous little animal with an identity crisis: he needs his thingamabob to remind him what he is. When he loses it, equally hideous friends help him to find it. It demands an acquired taste which I did not acquire. In the same vein, *Freudian* makes a good story. There's a Nightmare in my cupboard, by Mercer Mayer (Dent £2.50, 460 06784 2). It is school-of-Seudak, but the nightmares beasts are pleasantly horrid, while retaining a touch of the real. There's a Nightmare in my cupboard, by Mercer Mayer (Dent £2.50, 460 06784 2). It is school-of-Seudak, but the nightmares beasts are pleasantly horrid, while retaining a touch of the real. There's a Nightmare in my cupboard, by Mercer Mayer (Dent £2.50, 460 06784 2). It is school-of-Seudak, but the nightmares beasts are pleasantly horrid, while retaining a touch of the real.

The *Nightmare* qualifies as a straightforward children's book. So do the rest of this batch. The other side of the Day by Dorcas Roberts (Oxford University Press £3.25, 19 279712 3), is about a boy who comes home from a party through the dark. The urban night land-

Hamlyn School Library Catalogues

Our three School Library Catalogues which cover Primary, Secondary and Middle Schools, with a separate Children's Paperback Catalogue specially produced for Beaver Books, are now available. These catalogues list our current titles plus those that will be published up to August of this year.



Make sure you obtain your copy by contacting:—
The School Library Service,
The Hamlyn Group, 6th Floor, Astronaut House,
Hounslow Road, Feltham, Middlesex.
Tel: 01-890 1480

The Hamlyn Group

SHROPSHIRE EDUCATION COMMITTEE
 Madeley Court Comprehensive School
 Telford, Shropshire

HEAD OF ENGLISH SUBJECT AREA
 (Scale 4)

Required for April: an experienced, imaginative teacher to lead a team of seven specialists. The Department is committed to a large measure of mixed ability teaching and to developing individual learning. Mode 3 Courses are well established at both CSE and 'O' level and 'A' level work is on a firm footing. Further particulars and application form from the Headmaster.



EAST SUSSEX
 Head of Nevill County Secondary School, Hove

HEAD-DESIGNATE OF COMPREHENSIVE SCHOOL

Post vacant 1st September, 1977

GROUP 10 (Subsequently Group 11)

This is a flourishing Secondary School of 850 boys and girls, including a Sixth Form of 75. It will be reorganised as an intake 12-18 comprehensive school, Group 11, probably in September, 1979. The person appointed will at the same time be appointed as Head-Designate of the reorganised school, to be formed from the amalgamation of Nevill School, the Hove County Grammar School for Boys and the Knoll County Secondary School for Boys.

Application forms and further details from Chief Education Officer, P.O. Box 4, County Hall, Lewes. (Footscap self-addressed envelope, please).
 Closing date February 9th, 1977.

London Borough of RICHMOND UPON THAMES

Applications are invited for the post of

HEAD TEACHER
 of Twickenham Secondary School (Girls)

(Group 10)

This is a six form entry comprehensive school for girls between the ages of 11 and 16. Outer London Allowance of £297 and £212 Supplement payable.

Forms and further details (footscap o.a.s.) from Director of Education, Regal House, London Road, Twickenham, TW1 3QB returnable by Friday, 4th February, 1977.

EDUCATION COMMITTEE
 The borough is within easy access of central London and bordered by Epping Forest. London addition to salary payable.

Required for April 1977

Leyton Girls Senior High School
 Colworth Road, London E11 1JD

Head Teacher
 (Group 10 school)

Salary £7,466-£8,079 plus £297 London Allowance plus £212 supplement plus Social Priority Allowance. Applications are invited for April 1977 for the Headship of this girls Comprehensive Senior High School, 700 on roll 14-18 age range.

Closing date 9th February, 1977.

Application form and further details obtainable on receipt of s.a.s. from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, Lodge Road, Leyton, London E15 8QJ.

London Borough of Waltham Forest

Secondary Education

Headships

CARDIFF
 LEYTON GIRLS SENIOR HIGH SCHOOL
 Colworth Road, Leyton, London E11 1JD

CLYWD
 LEYTON GIRLS SENIOR HIGH SCHOOL
 Colworth Road, Leyton, London E11 1JD

LIVERPOOL
 LEYTON GIRLS SENIOR HIGH SCHOOL
 Colworth Road, Leyton, London E11 1JD

SHEFFIELD
 LEYTON GIRLS SENIOR HIGH SCHOOL
 Colworth Road, Leyton, London E11 1JD

CORNWALL
 LEYTON GIRLS SENIOR HIGH SCHOOL
 Colworth Road, Leyton, London E11 1JD

DEPTFORD
 LEYTON GIRLS SENIOR HIGH SCHOOL
 Colworth Road, Leyton, London E11 1JD

GLoucestershire
 LEYTON GIRLS SENIOR HIGH SCHOOL
 Colworth Road, Leyton, London E11 1JD

HANTS
 LEYTON GIRLS SENIOR HIGH SCHOOL
 Colworth Road, Leyton, London E11 1JD

HANTS
 LEYTON GIRLS SENIOR HIGH SCHOOL
 Colworth Road, Leyton, London E11 1JD

HANTS
 LEYTON GIRLS SENIOR HIGH SCHOOL
 Colworth Road, Leyton, London E11 1JD

Deputy Headships
 Senior Masters / Mistresses

HERFORDSHIRE
 LEYTON GIRLS SENIOR HIGH SCHOOL
 Colworth Road, Leyton, London E11 1JD

HERFORDSHIRE
 LEYTON GIRLS SENIOR HIGH SCHOOL
 Colworth Road, Leyton, London E11 1JD

HERFORDSHIRE
 LEYTON GIRLS SENIOR HIGH SCHOOL
 Colworth Road, Leyton, London E11 1JD

HERFORDSHIRE
 LEYTON GIRLS SENIOR HIGH SCHOOL
 Colworth Road, Leyton, London E11 1JD

Education Department

Headteacher

Fairham Comprehensive School
 Fairborough Road, Clifton Estate, Nottingham

Qualified teachers are invited to apply for appointment as Headteacher of the above school.

Number on roll: 1,000 (11-18) (Sixth Form 104)

Salary Group: 12

Vacancy to be filled as soon as possible.

Application forms and further details may be obtained by forwarding a stamped addressed footscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham, NG2 7QP.

Closing date: 31st January, 1977.

Nottinghamshire County Council

KINGSTON GRAMMAR SCHOOL
 560 boys—Direct Grant proceeding to independence

Following the appointment of Mr J. A. Strayer, M.A., as Headmaster of Warwick School, applications are invited for the appointment of

HEAD

to take up post not later than Spring Term, 1978.

Salary equivalent to Brumham Scale 12 plus Outer London Allowance.

The present Headmaster is a member of the Headmasters' Conference.

Details with application form from: The Clerk to the Governors, Kingston Grammar School, Kingston upon Thames, Surrey, KT2 6PY.

HEADSHIPS
 (Required for September 1977)

ABBOTTSFORD SCHOOL (GROUP XI)
 Chilton Gardens, Ilkington, Middlesex

Abbottsford is a live-form entry boys' comprehensive school with a joint sixth form combining the adjacent girls' school (St. Andrew's).

SWAKELEY SCHOOL (GROUP XI)
 Chilton Gardens, Ilkington, Middlesex

Swakeley is a live-form entry girls' comprehensive school with a joint sixth form combining the adjacent boys' school (Abbottsford).

Both posts become vacant on the retirement of the present Head Teachers.

Application forms and further particulars from and interview with the Director of Education, 'Civic Centre', Uxbridge, West London, commence 24th January 1977.

County of Cleveland

SECONDARY SCHOOL

HEAD TEACHER

SPRINGFIELD SCHOOL (Group 10)
 Middlesbrough (No. on Roll 650)

Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER. The vacancy arises owing to the retirement of the present Head Teacher in August, 1977.

Springfield School was reorganised in September, 1974, as an 11-16 Comprehensive School. The roll in September will be 650.

Financial assistance with housewife removal expenses is available in approved cases.

Forms of application and further details are obtainable from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BA, and should be returned not later than 4th February, 1977.

SECONDARY SCHOOLS

DEPUTY HEADTEACHERS
 (Required for September, 1977)

BARNHILL SCHOOL
 Barnhill Lane, Hayes UB4 8HD (Number on roll 1,068—88 in Sixth Form)

Head Teacher, J. M. Jefford, BSc

Deputy Head (Curriculum and Administrative) required for this established Group XI Comprehensive School.

BISHOPSHALF SCHOOL
 Royal Lane, Hillingdon, Middlesex (Number on roll 828—188 in Sixth Form)

Head Teacher, I. Balder, BA, PhD

Second Deputy Head to share in the general academic and administrative organisation as well as his present work in this existing grammar school due to be reorganised as a comprehensive (Group XI) in September, 1977, at which time the school will admit its first all-ability intake.

Application forms and further particulars for both posts available from and returnable to the Director of Education, Civic Centre, Uxbridge, Middlesex. Closing date: 3 February, 1977.

LONDON BOROUGH OF ILLINGDON

SECONDARY

Headships

FRITHY
 LEYTON GIRLS SENIOR HIGH SCHOOL
 Colworth Road, Leyton, London E11 1JD

SANDWELL
 LEYTON GIRLS SENIOR HIGH SCHOOL
 Colworth Road, Leyton, London E11 1JD

WAKEFIELD (CITY OF)
 LEYTON GIRLS SENIOR HIGH SCHOOL
 Colworth Road, Leyton, London E11 1JD

WILTSHIRE
 LEYTON GIRLS SENIOR HIGH SCHOOL
 Colworth Road, Leyton, London E11 1JD

WILTSHIRE
 LEYTON GIRLS SENIOR HIGH SCHOOL
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 Colworth Road, Leyton, London E11 1JD

WILTSHIRE
 LEYTON GIRLS SENIOR HIGH SCHOOL
 Colworth Road, Leyton, London E11 1JD

Remedial Posts

Heads of Department

ESSEX
 LEYTON GIRLS SENIOR HIGH SCHOOL
 Colworth Road, Leyton, London E11 1JD

ESSEX
 LEYTON GIRLS SENIOR HIGH SCHOOL
 Colworth Road, Leyton, London E11 1JD

ESSEX
 LEYTON GIRLS SENIOR HIGH SCHOOL
 Colworth Road, Leyton, London E11 1JD

ILLINGDON
 LEYTON GIRLS SENIOR HIGH SCHOOL
 Colworth Road, Leyton, London E11 1JD

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 LEYTON GIRLS SENIOR HIGH SCHOOL
 Colworth Road, Leyton, London E11 1JD

Education Department

St. Edwards School
 (Roll 1,109)

London Road, Rainford RM7 9JX

Applications are invited for appointment as

Headteacher

of this Group II Church of England, Aided, Co-educational, Comprehensive School. The post becomes vacant on 1st September, 1977 on the retirement of the present Headteacher. The school enjoys a close relationship with the Parish Church and applicants should be communicant members of the Church of England.

There is a scheme for removal expenses.

Application forms and further details (S.A.E. please) available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford RM1 3DR to be returned to the Chairman of Governors, 15 Oaklands Avenue, Romford RM1 4DB by 19th February, 1977.

Education Department

Required Summer Term 1977

Gwynn School
 (Roll 1,071 Co Ed)

Brackentale Gardens, Uppminster RM14 3UX

Deputy Headteacher

For this Group 11, 6 F.E. Comprehensive School situated on one site. The duties of the successful applicant will include:

(a) Administering the School in the absence of the Head.

(b) Taking overall responsibility for the welfare and discipline of the school.

(c) Assisting in career guidance.

There is a scheme for removal expenses.

Application forms and further details (S.A.E. please) from the Director of Educational Services, Mercury House, Mercury Gardens, Romford RM1 3DR, to be returned by Monday, 7th February, 1977.

YVNERA SCHOOL, Warren Road, Ickenham, Uxbridge, Middlesex UB8 1AB (Number on roll 883, 183 in Sixth Form) Headmaster: D. C. Best, M.A.

APPOINTMENT OF SECOND DEPUTY HEAD (GROUP XI)

Required for September 1977, an experienced and well qualified teacher as second Deputy Head (Personnel) to join the Senior Management Team and to have particular responsibility for staff organisation and development and for co-ordinating the pastoral and disciplinary aspects of the School.

The School is at present a four form entry mixed Grammar School but will receive its first live form non-selective intake into the first year in September. It is hoped that the person appointed will give a full part in the development of the School as a Comprehensive.

Application forms from and returnable to the Director of Education, Civic Centre, Uxbridge, Middlesex. Closing date 8th February, 1977.

LONDON BOROUGH OF ILLINGDON

SHROPSHIRE EDUCATION COMMITTEE

Madeley Court School, Telford, Shropshire

Deputy Head
 (Group 11)

11-19 comprehensive community school designed to promote individual learning and team teaching. Vacancy due to promotion of a headship.

Further particulars and application form from the Headmaster.

Salop County Council

SECONDARY
Technical studies continued

ESSEX

THE HANSON SCHOOL
Bucks Lane, Waltham
Waltham, Essex
SIXTH FORM TEACHER
Required for 1977. Headed in April of 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, The Hanson School, Bucks Lane, Waltham, Essex. Closing date: 15th February 1977.

LEICESTERSHIRE

LEICESTERSHIRE COUNTY COUNCIL
Education Department
Leicester City Centre
Leicester, Leicestershire
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Leicester City Centre, Leicester, Leicestershire. Closing date: 15th February 1977.

COVENTRY (City of)
THE HILLWOOD SCHOOL
Leamington Road, Leamington Spa
Leamington Spa, Warwickshire
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Leamington Road, Leamington Spa, Warwickshire. Closing date: 15th February 1977.

HARLINGEY
LEICESTERSHIRE COUNTY COUNCIL
Education Department
Leicester City Centre
Leicester, Leicestershire
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Leicester City Centre, Leicester, Leicestershire. Closing date: 15th February 1977.

LEICESTERSHIRE
LEICESTERSHIRE COUNTY COUNCIL
Education Department
Leicester City Centre
Leicester, Leicestershire
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Leicester City Centre, Leicester, Leicestershire. Closing date: 15th February 1977.

NEWMAN
LEICESTERSHIRE COUNTY COUNCIL
Education Department
Leicester City Centre
Leicester, Leicestershire
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Leicester City Centre, Leicester, Leicestershire. Closing date: 15th February 1977.

SECONDAARY
continued

Appointments in Scotland

DUMFRIES AND GALLOWAY
REGIONAL COUNCIL
Education Department
Dumfries, Dumfriesshire
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Dumfries, Dumfriesshire. Closing date: 15th February 1977.

SIXTH FORM and Tertiary Colleges

Scale 1 Posts

ESSEX

SOUTH-EAST ESSEX SIXTH FORM COLLEGE
Waltham Cross, Thurston
Waltham Cross, Essex
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Waltham Cross, Thurston, Essex. Closing date: 15th February 1977.

Special Education

Staffordshire

STAFFORDSHIRE COUNTY COUNCIL
Education Department
Stafford, Staffordshire
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Stafford, Staffordshire. Closing date: 15th February 1977.

Wiltshire

WILTSHIRE COUNTY COUNCIL
Education Department
Wiltshire, Wiltshire
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Wiltshire, Wiltshire. Closing date: 15th February 1977.

Wiltshire

WILTSHIRE COUNTY COUNCIL
Education Department
Wiltshire, Wiltshire
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Wiltshire, Wiltshire. Closing date: 15th February 1977.

Wiltshire

WILTSHIRE COUNTY COUNCIL
Education Department
Wiltshire, Wiltshire
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Wiltshire, Wiltshire. Closing date: 15th February 1977.

HANTS

HANTS COUNTY COUNCIL
Education Department
Reading, Hampshire
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Reading, Hampshire. Closing date: 15th February 1977.

ENFIELD

ENFIELD LOCAL AUTHORITY
Education Department
Enfield, Middlesex
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Enfield, Middlesex. Closing date: 15th February 1977.

NOTTINGHAM

NOTTINGHAM CITY COUNCIL
Education Department
Nottingham, Nottinghamshire
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Nottingham, Nottinghamshire. Closing date: 15th February 1977.

WALTHAM FOREST

WALTHAM FOREST LOCAL AUTHORITY
Education Department
Waltham Forest, London
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Waltham Forest, London. Closing date: 15th February 1977.

WAKEFIELD (City of)

WAKEFIELD DISTRICT COUNCIL
Education Department
Wakefield, West Yorkshire
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Wakefield, West Yorkshire. Closing date: 15th February 1977.

WALSLEY

WALSLEY LOCAL AUTHORITY
Education Department
Walsley, West Yorkshire
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Walsley, West Yorkshire. Closing date: 15th February 1977.

OLVERHAMPTON

OLVERHAMPTON LOCAL AUTHORITY
Education Department
Olverhampton, West Yorkshire
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Olverhampton, West Yorkshire. Closing date: 15th February 1977.

HILLINGDON

HILLINGDON LOCAL AUTHORITY
Education Department
Hillingdon, Middlesex
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Hillingdon, Middlesex. Closing date: 15th February 1977.

WALSLEY

WALSLEY LOCAL AUTHORITY
Education Department
Walsley, West Yorkshire
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Walsley, West Yorkshire. Closing date: 15th February 1977.

WALSLEY

WALSLEY LOCAL AUTHORITY
Education Department
Walsley, West Yorkshire
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Walsley, West Yorkshire. Closing date: 15th February 1977.

WALSLEY

WALSLEY LOCAL AUTHORITY
Education Department
Walsley, West Yorkshire
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Walsley, West Yorkshire. Closing date: 15th February 1977.

WALSLEY

WALSLEY LOCAL AUTHORITY
Education Department
Walsley, West Yorkshire
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Walsley, West Yorkshire. Closing date: 15th February 1977.

LOTHIAN REGIONAL COUNCIL DEPARTMENT OF EDUCATION

TEACHING APPOINTMENTS

Applications are invited from registered teachers for the following posts:

Head Teacher	Responsibility	Allowance
Head Teacher, Broomfield Primary School, Dunbar	SECONDAARY	£657
Assistant Principal Teacher, Preston Lodge High School, Dundee	SECONDAARY	£807
Teaching PDST, Musselburgh Grammar School, Musselburgh	SECONDAARY	
Principal Teacher, Crichton High School, Glasgow	SECONDAARY	£1,713
Assistant Principal Teacher, Liberton High School, Edinburgh	SECONDAARY	£758
Teaching Post, Fushie Hill School, Edinburgh	SECONDAARY	
Assistant Head Teacher, Kettlebridge Primary School, Edinburgh	SECONDAARY	£720

DEPUTY HEADSHIPS

Senior Masters/Mistresses

BEXLEY

BUCKINGHAMSHIRE

BUCKINGHAMSHIRE COUNTY COUNCIL
Education Department
Buckingham, Buckinghamshire
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Buckingham, Buckinghamshire. Closing date: 15th February 1977.

BUCKINGHAMSHIRE

BUCKINGHAMSHIRE COUNTY COUNCIL
Education Department
Buckingham, Buckinghamshire
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Buckingham, Buckinghamshire. Closing date: 15th February 1977.

COUNTY OF NORTH YORKSHIRE

LIDGETT GROVE SCHOOL (ESN'S)

ACOMB, YORK

Head Teacher (GROUP 6S)

The post of Head of this school will become vacant on 25th April, 1977, when the present Head retires. Lidgett Grove School is situated in the urban area of York. There are currently 81 mentally handicapped children on roll including 20 who attend this special care unit.

Further details and application form (to be returned by 2nd February, 1977) from the County Education Officer, County Hall, Northcliffe Road, DL7 8AE.

WALSALL

Metropolitan Borough

Education Committee

Oakwood School, Beacon Way, Off Salters Road, Walsall Wood, Walsall

Head Teacher

Applications are invited for the post of HEAD TEACHER of this Group 4 (S) day school for 60 E.S.N. (S) pupils, vacant as from the beginning of the Summer Term, 1977. Candidates should be qualified teachers with good experience of working with severely handicapped children.

Application forms and further details available from the Director of Education, Education Department, Civic Centre, Derwall Street, Walsall WS1 1DG, to whom they should be returned as soon as possible.

EDUCATION DEPARTMENT

COUNTY SECONDARY SCHOOLS

SCALE 2 POSTS AND ABOVE

Unless otherwise stated, for all posts in this section, initial applications giving age, qualifications, experience and names of two referees should be sent to the Education Department, together with stamped addressed envelope to Head of School.

Dame Elizabeth Cadbury School, Woodbrook Road, B9 1UB

Scale 2 HEAD OF HISTORY—C.S.E. 'O' and 'A' level courses. Four O-leveling School, Quinlan B22 4BZ

Required for 1977. Head of HOME ECONOMICS, Scale 2 posts. Amongst the school facilities at the school, there are three Home Economics Rooms.

Hamstead Hall School, Craythorn Avenue, B20 1HL

Scale 4 HEAD OF SCIENCE: to continue developed well-kept and 'A' level.

VOLUNTARY AIDED SECONDARY SCHOOLS

SCALE 2 POSTS AND ABOVE

St. Edmund Compton R.C. School, Sutton Road, Edlington, B23 5XA

Head of THE HISTORY DEPARTMENT (Scale 2). Courses established to 'O' and 'A' level.

Application forms and further details from Correspondence at the school, to whom they should be returned as soon as possible.

BIRMINGHAM CITY COUNCIL

COUNTY SECONDARY SCHOOLS

SCALE 1 POSTS

Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to Head of the school as soon as possible, together with stamped addressed envelope and the names of two referees.

Edlington School, Kingsbury Road, B24 8RE

Required for 1977. Head of HOME ECONOMICS throughout the school to 'A' level and to share in the teaching of COOKERY up to 'A' level.

WEST SUSSEX

WEST SUSSEX COUNTY COUNCIL
Education Department
Brighton, West Sussex
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Brighton, West Sussex. Closing date: 15th February 1977.

WALSLEY

WALSLEY LOCAL AUTHORITY
Education Department
Walsley, West Yorkshire
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Walsley, West Yorkshire. Closing date: 15th February 1977.

WALSLEY

WALSLEY LOCAL AUTHORITY
Education Department
Walsley, West Yorkshire
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Walsley, West Yorkshire. Closing date: 15th February 1977.

SEFTON

EDUCATION COMMITTEE

RANGE HIGH SCHOOL

Stapleton Road, Formby, Liverpool L37 2YN

(Telephone: Formby 78315)

Hodmestler, G. K. Leach, B.A.

Range High School opened in September, 1975, with an initial intake of 185 seven year old boys and girls. By September, 1977, there will be approximately 600 on roll and the school will develop as a seven form entry 11-18 comprehensive school, serving the area to the west of Formby which is a pleasant coastal town seven miles south of Southport.

The following additional staff are required for September, 1977, owing to the growth of the school:

1 HEAD OF HOUSE (Scale 3 Initially)

Two Posts, with responsibility for the welfare and discipline of pupils within their houses.

2 HEAD OF RELIGIOUS EDUCATION DEPARTMENT (Scale 2 Initially)

An enthusiastic teacher is sought who will develop the subject at all levels.

3 HEAD OF BIOLOGY DEPARTMENT (Scale 2 Initially)

The person appointed will be expected to devise syllabuses for CSE 'O' and 'A' level courses, and to help with the developing of junior science and upper school non-examination courses.

4 TEACHER OF MATHEMATICS (Scale 1)

A well qualified Mathematician is required to teach S.M.C. with an opportunity to undertake examination work and to develop other courses as the school grows.

5 TEACHER OF HISTORY (Scale 1)

To share the teaching of History with the Head of the Department with eventual opportunity to do examination work.

6 TEACHER OF GERMAN AND FRENCH (Scale 1)

To be responsible for the development of the teaching of German throughout the school and for teaching French mainly in the lower school.

LIVERPOOL

LIVERPOOL CITY COUNCIL
Education Department
Liverpool, Merseyside
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Liverpool, Merseyside. Closing date: 15th February 1977.

NEWCASTLE upon Tyne

NEWCASTLE UPON TYNE CITY COUNCIL
Education Department
Newcastle upon Tyne, Tyne and Wear
SIXTH FORM TEACHER
Required for 1977. The school is a day school with a comprehensive curriculum. The Headmaster is a member of the Institute of Educational Management. Applications should be sent to the Headmaster, Newcastle upon Tyne, Tyne and Wear. Closing date: 15th February 1977.

WALSLEY

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SPECIAL EDUCATION Scale 2 Posts unfilled

LEICESTERSHIRE
SPECIAL EDUCATION
Scale 2 Posts unfilled
Applications invited from experienced teachers...

NEWHAM
London Borough of
Newham
Scale 2 Posts unfilled
Applications invited from experienced teachers...

Cambridgeshire
Peterborough Area
Orton Centre for Mentally Handicapped Children
Age range 3-16
TEACHER
Scale II plus Special Schools Allowance

THE WHITEFIELD SCHOOL
MacDonald Road, London, E.17
Headmaster: Mr. P. R. Turner, M.Ed.
E.S.N.(M) Division
Deputy Team Leader

BEORFORDSHIRE
Nursery Observation Centre
Deputy Head of Department
catering for children aged 2.5 years suspected of being intellectually retarded...

Waltham Forest
London Borough of
Waltham Forest
This large specialist school provides a structured programme of education for a wide variety of handicapped children in separate departments...

ROTHAMHAM
Headmaster of the
Rothamham School
Applications invited from experienced teachers...

SANDWELL
Headmaster of the
Sandwell School
Applications invited from experienced teachers...

STAFFORDSHIRE
Headmaster of the
Staffordshire School
Applications invited from experienced teachers...

WILTSHIRE
The Baconworth Group
Headmaster of the
Wiltshire School
Applications invited from experienced teachers...

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Independent Schools
Headships
Applications invited from experienced teachers...

GLoucestershire
Headmaster of the
Gloucestershire School
Applications invited from experienced teachers...

Leicester
Headmaster of the
Leicester School
Applications invited from experienced teachers...

Lincolnshire
Headmaster of the
Lincolnshire School
Applications invited from experienced teachers...

REED'S SCHOOL, COBHAM
Appointment of
HEADMASTER
The Government invite applications for the position of Headmaster...

SURREY
COUNTY COUNCIL
FRINGE AREA LONDON ALLOWANCE
£150 P.A. THROUGHOUT THE COUNTY
Generous re-location expenses in approved cases.

SURREY
COUNTY COUNCIL
NUTFIELD PRIORY SCHOOL, REDHILL
ASSISTANT TEACHER required at this mixed boarding school for 80 deaf children aged 11 to 15 years to take BOYS' P.E. plus SCIENCE and/or MATHEMATICS to G.S.E. levels.

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ASSISTANT TEACHER required at this mixed boarding school for 80 deaf children aged 11 to 15 years to take BOYS' P.E. plus SCIENCE and/or MATHEMATICS to G.S.E. levels.

MANCHESTER
Headmaster of the
Manchester School
Applications invited from experienced teachers...

Other Assistants
Applications invited from experienced teachers...

By Subject
Classification
Art and Design
Heads of Department
Applications invited from experienced teachers...

Other Assistants
Applications invited from experienced teachers...

Commercial Subjects
Applications invited from experienced teachers...

English
Heads of Department
Applications invited from experienced teachers...

Domestic Subjects
Applications invited from experienced teachers...

Heads of Department
Applications invited from experienced teachers...

Geography
Heads of Department
Applications invited from experienced teachers...

Other Assistants
Applications invited from experienced teachers...

Other Assistants
Applications invited from experienced teachers...

Other Assistants
Applications invited from experienced teachers...

Other Assistants
Applications invited from experienced teachers...

Other Assistants
Applications invited from experienced teachers...

Other Assistants
Applications invited from experienced teachers...

Other Assistants
Applications invited from experienced teachers...

Geography
Heads of Department
Applications invited from experienced teachers...

Other Assistants
Applications invited from experienced teachers...

Other Assistants
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Other Assistants
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Other Assistants
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Other Assistants
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Other Assistants
Applications invited from experienced teachers...

Other Assistants
Applications invited from experienced teachers...

THE SPASTICS SOCIETY
SENIOR LECTURER TO ACT AS DEPUTY TO THE PRINCIPAL

The Spastics Society is opening in September, 1977, a new Further Education College in Lancaster for 70 students in the ESM/low average ability range. Age group 16 to 18 years. In addition there will be an Office Training Centre for a small number of students. The appointment is effective from 1st May, 1977. The person appointed must be able to play a leading role in the development and growth of the new and existing college, be capable of contributing positively to the organization and administration of the establishment, and will equally be expected to offer to the programme subject expertise and be innovative in terms of the total provision. Experience/qualification in allied related areas desirable but not essential.

Conditions of service to be negotiated locally. House available.
 Salary: £5,031-26,955 plus £212 supplement.

LECTURER 2 (2 POSTS)

Also required for 1st May, 1977. We are looking for persons of proven teaching ability who must be capable of curriculum development and be able to offer a specific area of expertise, e.g. Home Economics, Nursery, Literacy, Environmental Studies, Art/Crafts, Physical Education, Computers.

Application forms from: George Marshall, Principal, The Spastics Society College at Furze, Glassfield, Snyne Road, Lancaster, Tel: 0524 44274, to whom they should be returned by 4th February, 1977.

Southwark College

Head of Business Studies Department (Grade IV)

To lead and develop a Department with an annual intake of over 550 students on courses at BEC first and second levels, comparative courses in secretarial studies (some TSA supported), and GCE courses. Applicants should have a wide knowledge both of business and of the education system.

The person appointed would be expected to take up the post in September 1977, on the retirement of the present Head of Department. Salary scale: £7,632 (plus £512 supplement with the Borough FE Report) to £7,632 (plus £512 supplement and £402 inner London Allowance). Assistance may be given with household removal expenses.

Further details and application forms from the Senior Administration Officer, Southwark College, The Cut, London SE1 8LE, returnable by February 7.

HERTFORDSHIRE COUNTY COUNCIL
WATFORD COLLEGE
 Hempstead Road, Watford

Applications are invited from suitably qualified graduates for the post of

Principal

of this new College, which was established in September, 1976, following reorganization of further education facilities in Watford. The vacancy arises as a result of the impending retirement of the present Principal, Dr D. O. Bishop. The College was formed by the amalgamation of the former Watford College of Technology and the George Stephenson College of Further Education, and is operating in both premises. Both buildings are housed on good sites near to the town centre.

This post offers plenty of scope to candidates with particular interest in the development of technical and further education, and the ability to carry through successfully a major reorganization of facilities. The salary group under the 1976 Buckingham Further Education Report is 7.

Further details of the appointment are available from the County Education Officer, (Technical) (G.M.), County Hall, Hertford, to whom applications should be submitted by February 11, 1977.

EAST SUSSEX
Hastings College of Further Education

PRINCIPAL

The post will become vacant on the retirement of Mr. J. S. H. Goddard.

Salary: Group 5 College: Maximum of range £9,868 per annum.

Further particulars and application form (self-addressed envelope, please) from Chief Education Officer, P.O. Box 4, County Hall, Lewes, East Sussex. Closing date: February 7, 1977.

COLLEGES OF FURTHER EDUCATION continued

Herts
HEADS OF DEPARTMENT

LOTIAN
 HERTS COLLEGE OF FURTHER EDUCATION
 HATFIELD COLLEGE OF FURTHER EDUCATION
 HATFIELD COLLEGE OF FURTHER EDUCATION
 HATFIELD COLLEGE OF FURTHER EDUCATION

CITY OF MANCHESTER EDUCATION COMMITTEE
HEADS OF DEPARTMENT

YEAR 10 OF OPERATIONAL COURSE
 HATFIELD COLLEGE OF FURTHER EDUCATION
 HATFIELD COLLEGE OF FURTHER EDUCATION

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EAST SUSSEX
Hastings College of Further Education

PRINCIPAL

The post will become vacant on the retirement of Mr. J. S. H. Goddard.

Salary: Group 5 College: Maximum of range £9,868 per annum.

Further particulars and application form (self-addressed envelope, please) from Chief Education Officer, P.O. Box 4, County Hall, Lewes, East Sussex. Closing date: February 7, 1977.

FULL TIME TEACHER OF SHORTHAND AND TYPEWRITING

required for permanent appointment by a College in Central London

Knowledge of Pitman 2000 and New Era Shorthand systems and some experience of teaching students whose first language is not English will be helpful.

The post will be vacant from 18th April, 1977, but the successful applicant could take up duties some weeks earlier, if convenient, to relieve with the present teacher before she leaves.

Salary negotiable according to qualifications and experience. Long holidays.

Apply, in writing, with details of age, qualifications and experience to:

The Principal,
 L.T.C. College of English and Secretarial Studies,
 28-32 Oxford Street, London W1A 40Y.

THE UNIVERSITY OF MANCHESTER
MANCHESTER BUSINESS SCHOOL

APPOINTMENT OF DIRECTOR

The Council of the Manchester Business School proposes to appoint a Director of the school on or after September 1st, 1977. The school has over 100 postgraduate and 200 post-experience students a year, and more than 40 teaching and research staff.

This salary will be subject to negotiation.

Any person interested is invited to address proposals, which will be treated with the strictest confidence, not later than March 14th, 1977, to the Vice-Chancellor, The University, Manchester M13 9PL, from whom further particulars of the appointment may also be obtained.

McMASTER FELLOWS

IN ARTS, SCIENCE AND ENGINEERING

Appointments are invited for a limited number of appointments on McMaster Fellows beginning in the academic year 1977/78.

Appointments will normally be made for two years with possible renewal for a third year. Fellows will be expected to undertake full-time scholarly research either individually or in collaboration with faculty members in the University. The stipend will be \$18,000 and modest grants will be available to support the research.

Applicants should submit detailed descriptions of their proposed research and should supply the names of three referees who would be willing to provide supporting letters if requested to do so.

Applications should be sent by March 31, 1977 to:

Dr. A. A. Leach,
 Vice-President, Academic
 McMaster University,
 1286 Main Street West,
 Hamilton, Ontario L8S 4K1

Roehampton Institute of Higher Education

Applications are invited for the following post at Southlands College

PRINCIPAL LECTURER or SENIOR LECTURER in MULTICULTURAL STUDIES

The person appointed will be responsible for leading the team teaching a Diploma Course in Education for a Multicultural Society and for coordinating contributions from this area of study to P.G.C.E., B.Ed., B.A., B.H. and other courses. Applicants should have strong academic qualifications and wide experience in teaching and multicultural work, and be capable of developing in-service courses and courses leading to higher degrees in Multicultural Studies.

Further particulars and application forms are available from the Principal, Southlands College, Woblesdon Parkside, London SW19 5NN (Tel: 01-946 2234). Closing date for receipt of applications: 5th February 1977.

MOUNT SAINT VINCENT UNIVERSITY
PRESIDENT

Mount Saint Vincent University Board of Governors invite applications, nominations and enquiries for the position of President. The appointee will be expected to take office July 1, 1977.

Mount Saint Vincent University, being the only university in Canada whose primary objective is the education of women, founded in 1862 by the Sisters of Charity, is open to students and faculty of any religious affiliation. The university has a current enrollment of over 2,300 full and part-time students and a faculty of 443. It offers students a personalized education leading to undergraduate degrees in arts and science, business administration, child studies, education, home economics and general studies. The university is associated with Ouellette University and the Nova Scotia College of Art and Design.

POSITION: The President is the chief administrative and academic officer of the institution and is responsible for implementing the policies established by the Board of Governors, and for providing leadership and direction for the university.

QUALIFICATIONS: Candidates should possess a strong commitment to liberal arts education; university teaching experience; demonstrated ability in administration, fiscal management, faculty and community relations; and excellent communication skills with the faculty and the general public.

Applications with curriculum vitae should be sent by March 1, 1977 to:

Presidential Search Committee,
 Mount Saint Vincent University,
 Halifax, Nova Scotia B3M 2L6.

London Borough of Bexley
ERITH COLLEGE OF TECHNOLOGY
 Tower Road, Bexley, Kent DA17 6JA

Principal: D. F. Glover, M.A., B.Sc., F.C.I.S., M.B.I.M.

Application is invited for the following post to take effect as soon as possible. Single 1 and 11 of a new College on a magnificent site near the existing College are now complete and in full occupation.

LECTURER GRADE 1 IN PRODUCTION ENGINEERING

Required to teach Mechanical Engineering Workshop Practice and related subjects in a variety of courses including the E.I.T.S. "off-the-job" 45 week integrated course.

Applicants must possess an appropriate City & Guilds qualification or equivalent and have sound industrial experience. Ability to offer Fabrication Engineering and Welding an advantage. Teaching/Instructing experience, full or part-time, is desirable. (Ref. E.1.)

BURNHAM TECHNICAL SALARY SCALE (including London Allowance):
 LECTURER GRADE 1: £9,078-£4,986 (according to qualifications and experience).

Application forms and further particulars from the Senior Administration Officer, Erith College of Technology, Tower Road, Bexley, Kent (BA17 6JA) (quote reference of post) to whom they should be returned within ten days of the appearance of this advertisement. The Council operates an enhanced system of fringe benefits for staff including payment of legal fees for house purchase, removal expense and disturbance allowances.

UNIVERSITY APPOINTMENTS

are also advertised in THE TIMES EDUCATIONAL SUPPLEMENT

with the following exceptions:
 1. Applications for posts in the following countries: Australia, Canada, Hong Kong, India, Japan, New Zealand, Singapore, South Africa, Sri Lanka, Taiwan, Thailand, United Kingdom, USA, West Indies, etc.
 2. Applications for posts in the following countries: Australia, Canada, Hong Kong, India, Japan, New Zealand, Singapore, South Africa, Sri Lanka, Taiwan, Thailand, United Kingdom, USA, West Indies, etc.
 3. Applications for posts in the following countries: Australia, Canada, Hong Kong, India, Japan, New Zealand, Singapore, South Africa, Sri Lanka, Taiwan, Thailand, United Kingdom, USA, West Indies, etc.

UNIVERSITY APPOINTMENTS

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with the following exceptions:
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 2. Applications for posts in the following countries: Australia, Canada, Hong Kong, India, Japan, New Zealand, Singapore, South Africa, Sri Lanka, Taiwan, Thailand, United Kingdom, USA, West Indies, etc.
 3. Applications for posts in the following countries: Australia, Canada, Hong Kong, India, Japan, New Zealand, Singapore, South Africa, Sri Lanka, Taiwan, Thailand, United Kingdom, USA, West Indies, etc.

Fellowships Studentships and Research Awards

OXFORD COLLEGE
 OXFORD COLLEGE OF FURTHER EDUCATION
 OXFORD

Applications are invited for the following posts:

LECTURER IN ARTS
 Salary: £5,000 per annum plus £200 supplement.

LECTURER IN SCIENCE
 Salary: £5,000 per annum plus £200 supplement.

LECTURER IN COMMERCIAL STUDIES
 Salary: £5,000 per annum plus £200 supplement.

Further particulars and application forms from the Principal, Oxford College of Further Education, Oxford, to whom they should be returned by 15th February 1977.

Roehampton Institute of Higher Education

Applications are invited for the following post at Southlands College

PRINCIPAL LECTURER or SENIOR LECTURER in MULTICULTURAL STUDIES

The person appointed will be responsible for leading the team teaching a Diploma Course in Education for a Multicultural Society and for coordinating contributions from this area of study to P.G.C.E., B.Ed., B.A., B.H. and other courses. Applicants should have strong academic qualifications and wide experience in teaching and multicultural work, and be capable of developing in-service courses and courses leading to higher degrees in Multicultural Studies.

Further particulars and application forms are available from the Principal, Southlands College, Woblesdon Parkside, London SW19 5NN (Tel: 01-946 2234). Closing date for receipt of applications: 5th February 1977.

Durham County Council Social Services Department

TEACHER Seaham Community Home

The Centre accommodates 18 disturbed adolescent girls between 11 and 18 years old. Salary in accordance with Burnham Scale 1 plus qualified teachers' allowance of £584 p.a. plus extensive duties allowance (16 hours per week) £870 p.a.

Applicants should be particularly interested in art, craft, music and remedial work. Visits and informal discussions welcomed by arrangement with Mr. E. G. Whyal, Superintendent (Tel. Seaham 813098).

Application forms, which must be returned by 12th February, 1977, and further particulars from the Director of Social Services, County Hall, Durham DH1 5UG.

DRUIDS HEATH SCHOOL ALDRIDGE, WALSALL, W. MIDLANDS

TEACHER (WOODWORK/METALWORK) Burnham Scale 1 plus Supplement

Required at this Community Home for 66 boys aged between 10 and 16 years. Social work duties (15 hours) are carried out during the evenings and on a weekend in three.

Applicants should be in sympathy with the Christian principles on which Barnardo's work is based.

For further particulars telephone The Principal, Aldridge 55555. Informal visits welcomed.



ADULT EDUCATION Appointments continued

LEICESTERSHIRE

Openings August 1977. For advertisement, contact: Mrs. J. G. Whyal, Superintendent, Social Services, County Hall, Durham DH1 5UG.

Community Homes and Associated Institutions

Headships and Deputy Headships

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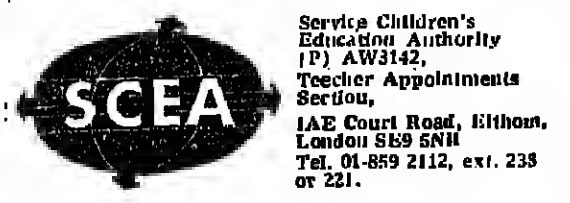
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MINISTRY OF DEFENCE SERVICE CHILDREN'S EDUCATION AUTHORITY

PRIMARY TEACHER VACANCIES 1977

Applications are invited from qualified assistant teachers, who are at present teaching in schools in the United Kingdom for vacancies in Service Children's Schools overseas in 1977, mainly in British Forces Education Service schools in North West Europe.



Service Children's Education Authority (P) AW3142, Teacher Appointments Section, IAE Court Road, Eithon, London SE9 5NH

MINISTRY OF DEFENCE DEPUTY HEADSHIP (GROUP 6)

HEIDE MIDDLE SCHOOL FALLINGBOSTEL IN THE FEDERAL REPUBLIC OF GERMANY APRIL 1977

Applications are invited from appropriately qualified experienced men and women for the Deputy Headship of this Group 6 Middle School. The School caters for the children of British Servicemen and sponsored civilians in the Fallingbostal area some 35 miles north of Hanover.

SALARY is in accordance with the current Brumfinn Scale between £4,428 and £5,052 per year plus London Allowance £402 and £312 per Supplement.

FOREIGN SERVICE ALLOWANCE: A tax free allowance is payable. SUPERANNUATION: Normal rights are safeguarded. ACCOMMODATION: is provided rent free.

PASSAGE: Return passage is free. DURATION OF ENGAGEMENT: The initial engagement is for three years.

All applicants should normally be resident in the United Kingdom. Teachers do not normally serve in the Service Children's Schools abroad after the age of 50 and, therefore, the preferred age is under 47 years at the commencement of the engagement.

Requests for application forms and further information should be made on a postcard or by telephone to:



Ministry of Defence CM(S)4L Room 343 Lecon House Thabolda Road London WC1X 8RY

STATE OF KUWAIT MINISTRY OF EDUCATION SPORT COACHES

Applications are invited for the posts of three (Two for Athletics and one for Swimming).

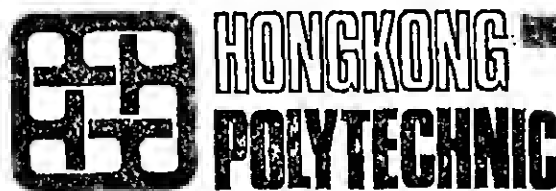
Applicants should have physical education qualifications, graduate status and preferably international experience in their sport.

Monthly Salary: 200 K.D. (1 K.D. is approx. £2). Plus Free accommodation.

Plus Annual air tickets for the applicant, his wife and three of his children not exceeding the age of twenty.

Contract is for one year renewable.

Completed detailed typewritten letters of application together with names and addresses of two referees, should be submitted to The Cultural Attaché, Education Office, 3 Stralford Place, London W1, not later than 14 days from the date of the advertisement.



Associate Director Division of Commerce & Design

The Hong Kong Polytechnic is an expanding institution which is now putting into effect a forward looking development plan incorporating a triad units approach combined with a self-teaching system. The basic teaching departments are being reorganised into three Divisions of Engineering, Applied Science, and Commerce and Design together with appropriate interdisciplinary units.

Applicants should possess good academic qualifications and substantial relevant professional, administrative and teaching experience in an appropriate field. A higher degree would be a distinct advantage, as would previous experience as Head of a sizeable Department of commercial studies.

The Associate Director will be directly responsible to the Director; act as Chairman of the appropriate Divisional Board; lead and be responsible for the administration, planning and management of the departments within the Division; and liaise with the appropriate professional, industrial, commercial and government bodies in Hong Kong. The Associate Director will also be required to undertake such planning and administrative duties as may be specified, e.g. student affairs, staff development, etc.

Salary: HK\$141,600 p.a. (UK£10,530 at current exchange rates). Tax on salaries in Hong Kong does not at present exceed 15 per cent of gross earnings.

Conditions of Service: Appointment will be on a two-year gradually-bearing contract term initially and a formal gratuity equal to 25 per cent of basic salary received over the entire contract will be payable at the end of this period. Alternatively, consent to more permanent and appropriate terms is possible after two years.

Other benefits include passage, long leave, subsidized accommodation, medical and dental services and education allowances. Secured would be considered by special arrangement.

Further information and application forms are obtainable from the Recruitment Unit, ITCOC Technical Education & Training Organisation for Overseas Countries, 35/37 Grosvenor Gardens, London SW1W 0BS. Ref: TES/HPK. Completed application forms should be returned to TELOC by 12th February, 1977.

EDITORIAL ASSISTANT

required for major educational publishers in WEST BERLIN

We are looking for a man or woman to join our young Anglo-German team engaged in the translation of English language teaching material for German secondary schools. Previous EFL experience preferably within the German school system, is necessary. Editorial experience would be valuable, though not essential. We are looking for someone who:

- is probably near the beginning of his or her career,
-uses the effectiveness of language teaching materials and is an important role also able to make effective new materials,
-is interested in the development of audio-visual media,
-can combine imagination with a careful, self-critical approach,
-is willing to be adaptable in the face of criticism,
-can adapt to working in office conditions,
-is prepared to stay in Berlin for several years after a satisfactory probation period.

We offer attractive working conditions including flexible working hours, four weeks' annual holiday, Christmas and holiday bonuses, etc.

Further information, including details of salary, will be sent to selected candidates upon receipt of pre-employment applications, within in Germany, giving details of career to date, age and family status. Applicants with no previous editorial experience should give reasons for wishing to change their career. Please state without exception date for starting work in Berlin. Neither testimonials nor references are necessary at this stage. Interviews will be held in London.

Please write, giving telephone number if possible, to: GVK, Cornelia-Valhagen & Knaing, Verlag für Lehrmittel, Postfach 3144, 1000 Berlin 30.



THE UNITED ARAB EMIRATES—UNIVERSITY OF THE U.A.E.

Applications are invited for appointments to position of: PROFESSORS, ASSOCIATE PROFESSORS AND ASSISTANT PROFESSORS (Lecturers)

starting Sept. 1977 in the following departments:

- ARABIC, ISLAMIC STUDIES, ENGLISH, HISTORY, GEOGRAPHY, SOCIOLOGY, PSYCHOLOGY, EDUCATION, CHEMISTRY, PHYSICS, MATHS, GEOLOGY, BOTANY, ZOOLOGY, ECONOMICS, ADMINISTRATION, FRENCH, STATISTICS, LAW, ACCOUNTANCY, POLITICAL SCIENCE.

At all levels, candidates must have Doctorate qualifications in their respective fields, native speakers of Arabic (except for the Dept. of English), and experience as regular teaching staff in accredited Universities. In addition, The Information regarding salary scale is available at the U.A.E. CULTURAL ATTACHE OFFICE.

Benefits: Tax free, free furnished accommodation, free medical service, annual passage-paid leave, Car allowance. Applications should be sent with curriculum vitae to:

MINISTRY OF EDUCATION, CULTURAL DEPARTMENT, ABU DHABI, UNITED ARAB EMIRATES, P.O. BOX 295. N.B. Applications must reach the Ministry not later than the end of February, 1977.

THE UNIVERSITY OF PETROLEUM AND MINERALS DIAHRAN SAUDI ARABIA

Invites applications for PHYSICAL EDUCATION SPECIALISTS

to join the present Faculty comprising 16 Physical Education specialists who offer a broad based teaching and competitive programme of leisure sporting activities.

The major games of the University are Football, Basketball, Volleyball, Judo, Table Tennis and Swimming.

Applicants should be experienced Physical Education specialists capable of leading some or all of these activities within the basic teaching programme.

Minimum regular contract for two years, renewable. Competitive salaries and allowances, free air conditioned and furnished housing, free air transportation to and from Doha each two year term. Attractive educational assistance grants for school-age dependent children. Local transportation allowance in cash each month. All agreed income without Saudi taxes. Ten months duty each year with two-month vacation leave.

Apply as soon as possible with complete résumé on academic and professional background, list of references and with copies of degree/diploma(s), including personal data, such as nationality at birth and current home and office addresses, telephone numbers, family status (with a maiden name), names of children, age and sex; to:

Doha International Airport P.O. Box No. 144 Dean of Faculty and Personnel Affairs University of Petroleum and Minerals Dhahran, Saudi Arabia

The British Council

Invites applications for the following posts:

Assistant Professor of English (Liberia) University of Liberia, Monrovia

To lecture in English Language and Linguistics and set up courses in Remedial English and ESP. A first degree in English or Modern Languages and a Master's degree plus a postgraduate TEFL qualification, or an MA in Applied Linguistics. At least 3 years' teaching experience abroad. Preferred age range 25-35. Salary: £5,210-£7,054 pa. Benefits: free accommodation; overseas and children's allowances and other benefits. Two-year contract, renewable. 76 HU 122

ELT Adviser (Mali) Ministry of Education, Institut Pédagogique National, Bamako

Teacher training, in-service training, materials production, coordination of ELT. Degree, postgraduate TEFL qualification, extensive overseas TEFL experience, including teacher training and textbook/materials production experience; good knowledge of French essential. Salary: £5,011-£6,845 pa. Benefits: overseas and children's allowances; furnished accommodation; annual passage-paid leave. Two-year contract. 76 HU 113

English Language Teaching Assistants (Soviet Union) For universities and institutes of higher education. A degree, with GCC and relevant experience. ELT qualification and knowledge of Russian desirable. Salary: 225 rubles per month (present rate of exchange £1=1.23 roubles), tax free, non-convertible. Starting salary of £1,866 paid in Britain. Benefits: subsidized accommodation; employer's portion of superannuation. Contract for one academic year (10 months). 77 SU 1-10

Senior Teacher/Teacher of English (Iran) Irano-British Ship Management Co., Abadan

Senior Teacher or Teacher required to prepare ESP materials and/or teach general/technical English up to TOEFL level to naval cadets and ratings. Degree or teacher's certificate and three years' relevant experience essential. Postgraduate TEFL qualification essential for Senior Teacher, desirable for Teacher. Experience of materials preparation and ESP desirable. Salary: Senior Teacher: £4,589-£5,618 pa. Teacher: £3,732-£4,374 pa. Benefits: Abadan Allowance; free furnished accommodation; employer's portion of UK superannuation. Two and a half year contract with the British Council. 77 HO 22

Teachers of English (Brazil) Sociedade Brasileira de Cultura Inglesa, Rio de Janeiro

Teachable from March 1977. Single graduates (English or Modern Languages) or college-trained teachers under 35 with TEFL qualification; 2 years' TEFL experience overseas desirable. Salary: £4,320-£5,060 pa (to be revised April 1977). Benefits: annual bonus £750; outfit grant; medical scheme. Two-year contract, renewable. 76 UO 146-151

Return fares are paid. Local contracts are guaranteed by the British Council. Please write, briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and an application form to The British Council (Appointments), 65 Duxley Street, London W1Y 2AA.

OVERSEAS Appointments continued

SOUTHAMPTON, ENGLAND—Invited to work in Southampton area. Degree in English with Teacher's Diploma or equivalent. TEFL qualification desirable. Salary: £3,732-£4,374 pa. Benefits: annual bonus £750; outfit grant; medical scheme. Two-year contract, renewable. 76 UO 146-151

ADMINISTRATION Invites applications for the following posts:

Local Education Authority

EALEING Invites applications for the following posts:

EDUCATION OFFICER Invites applications for the following posts:

ADMINISTRATIVE ASSISTANT Invites applications for the following posts:

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The British Council

Invites applications for the following posts:

Finland Teachers of English

required for September 1977 by Anglo-Finnish Societies in Finland to teach mainly adult intermediate and advanced groups. Candidates, preferably single and under 30, should hold a degree in English or a modern language. GCSE and/or TEFL experience desirable. Salaries take into account both qualifications and experience. Minimum salary about Fmk 17532 for 9 months including 18 days' paid holiday. Outward and return fares paid. Guaranteed by the British Council. 77 CO 7-20

Return fares are paid. Local contracts are guaranteed by the British Council. Please write, briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and an application form to The British Council (Appointments), 65 Duxley Street, London W1Y 2AA.

EDUCATION DEPARTMENT PRINCIPAL ADMINISTRATIVE OFFICER

Responsible to the Assistant Director of Education (General Services and Finance) for all supervisory administrative services general advice on procedure, financial planning and control general supervision and collection of estimates, staff training requirements, committee reports, special projects and reviews. This post is the most senior in the administrative support structure of an important and demanding service; it calls for wide experience gained primarily in an Education Department together with tact and discretion of a high order. Fringe benefits, in appropriate cases, may include 75 per cent removal expenses, equal to those incurred in house-purchase up to a maximum of £400 each lodging allowance. A basic 36-hour week is worked over a nine-day fortnight or 44 1/2 day week with flexible starting and finishing times. Application forms and further details available from the Personnel Officer, Bedford House, 31 Market Square, Uxbridge, Middlesex UB8 3TR. Telephone: Uxbridge 62267, extension 26, quoting reference E/29/130X.

LONDON BOROUGH OF HILLINGDON Closing date: February 4, 1977.

METROPOLITAN BOROUGH OF SOLIHULL

Senior Careers Officer (Post No. C 1008 L)

A.P.4/5 (£3,366-£4,095 + £312 supp.)

To be mainly responsible for the services provided for handicapped young people. Applicants should hold a Diploma in Careers Guidance, or equivalent, and preferably have experience of working with the handicapped. Casual user car allowance and loan facilities. 100 per cent household removal expenses. Grant of up to £300 towards house purchase and sale expenses. Council housing may be available. Application forms, etc., from Town Clerk, P.O. Box 18, Council House, Solihull, West Midlands. (Tel. 0211 765 6768, Ext. 241). Closing date 4th February, 1977.

NEWCASTLE UPON TYNE POLYTECHNIC

Chief Administrative Officer's Department SENIOR ADMINISTRATIVE OFFICER (£6,708-£7,386)

To be responsible to the Chief Administrative Officer for the central general administrative and operational services of the Polytechnic and to assist him with specific aspects of the maintenance and development of the services provided by the Department. NJC Salary and Conditions (PO2 pts. 4-9). For further particulars and application forms, returnable by Wednesday, 2nd February, 1977, please send stamped addressed envelope to Staffing Officer, Newcastle upon Tyne Polytechnic, Ellison Building, Ellison Place, Newcastle upon Tyne NE1 7BT.

District Careers Officer

£4751-£5037 Reigate

Surrey has one of the largest Careers Services in the County with more than 80 staff committed to the development and growth of this important activity. Surrey has much to offer its Careers Officers, including the special services of a careers information and research officer and a training officer. An opportunity has now arisen for an experienced Careers Officer, preferably qualified with a degree and diploma in careers guidance or equivalent, who will be responsible to the Area Careers Officer and develop and manage the Service in this busy District. The post involves wide-ranging duties and an increasing responsibility for the careers of able pupils. Together with generous relocation expenses are payable approved cases. Temporary accommodation may be available. Further details and application form from County Education Officer, County Hall, Kingston upon Thames KT1 8PS. Tel: 01-845 1055, Ext. 5469. Closing date: 31 January, 1977.

SURREY COUNTY COUNCIL

Return fares are paid. Local contracts are guaranteed by the British Council. Please write, briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and an application form to The British Council (Appointments), 65 Duxley Street, London W1Y 2AA.

Technical Education in Kenya

Kenya Government posts, financially supported under the British Overseas Aid Programme, providing the opportunity to participate in the development of technical education in a country with an exciting and varied environment. Applications are invited for the undermentioned posts, which are to be filled as soon as possible and will be on 2 1/2 to 3-year contracts.

Kenya Polytechnic (Nairobi) Lecturer in Electrical Power

To teach Technicians and Higher Diploma students. Organisation of Course work. Degree HND or FTC, industrial and Teaching experience.

Assistant Lecturer, Electronics

To teach Electronics to Technicians and Higher Diploma students. To develop relevant laboratory work. Supervision and organisation of laboratory work, maintenance workshop and stores. Degree or HND in Electronics. Recognised apprenticeship. Teacher Training Certificate or Diploma. Industrial or teaching experience, specialising in Electronic Measurements and testing methods, Electronic/Electronic Drawing, Industrial Electronics.

Mombasa Polytechnic Lecturer, Electronics

To teach Industrial Electronics, Solid State Devices and Applications, instrumentation. To develop existing electronics teaching facilities. To organise short courses in Industrial Electronics for mature engineers. HNC, Electrical Engineering, Telecommunications subjects an advantage. Industrial and teaching experience. This post offers the challenge of developing a new school established only 18 months ago. Note: Kenya grades do not correspond with UK grades.

SALARY Lecturer: £5,188-£7,510 Assistant Lecturer: £4,110-£6,175 (Inclusive of a normally tax-free supplement, reviewed annually, paid by the British Government under its aid programme to citizens of the UK) plus a 25 per cent terminal gratuity on the basic salary; free passages; education allowances and holiday; visit passages for children; an appointment grant up to £300 and an interest-free car loan up to £1,200 are payable in certain circumstances. Application forms and further details obtainable from the Recruitment Unit, ITCOC (Technical Education and Training Organisation for Overseas Countries), 35/37 Grosvenor Gardens, London SW1W 0BS, quoting ref: TES/KYA and specifying which post.

teloc

UPON RECEIPT

